ELA TRAINING SERVICES

Quality Assurance Strategy

This is The ELA Training Service's statement of intent for Internal Quality Assurance. It is aimed at all staff involved in the delivery, co-ordination, management and administration of the qualifications delivered through our respective awarding bodies.

Each qualification programme should set out its organisational structure: the roles, responsibilities and job descriptions for carrying out effective assessment practice and internal quality assurance.

A description should be available of what happens when, inclusive of any quality assurance objectives set within the centre.

Supporting documentation for generic recording of the IQA process, and delivery of all qualifications to meet quality assurance measures or objectives set within the centre or by an EQA or the Awarding Body should be available. Different qualification programmes records may vary, but all the necessary information must be covered in whatever records are kept.

Monitoring and management procedures should detail how the performance of those involved in the qualification delivery will be monitored and managed and the ways in which this will be carried out.

There need to be formal procedures for ensuring that:

- Appeals and complaints are addressed promptly and effectively

- Equal opportunities are embedded in all assessment practice and reasonable adjustments are made for individual candidates when required

- Data protection and candidate confidentiality is maintained at all times

- Bullying and harassment are not tolerated

- Health and safety is continually practised in every site accessed for teaching, learning and assessment inclusive of any classroom-based environment

- Safeguarding and candidate welfare is embedded and continual awareness of potential safeguarding issues is always paramount and any concern is always followed up

The above procedures will confirm the role and responsibilities of all staff involved in the training provision, and the correct procedures to be followed in the event of an incident relating to any of the above, arising.

There also needs to be an overview of the assessment strategy for each qualification programme and how it is met and delivered; these are developed by the professional organisations that are responsible for developing the national occupational standards contained within the qualification. Assessment strategies stipulated by the respective awarding body should be reviewed on a regular basis to ensure that the centre's approach to delivering each qualification remains current and correct. Any changes of requirements should be communicated to all relevant staff members within the organisation, with a record of this dissemination and its receipt retained. The method and timing of the communication will be selected by the lead IQA determined by the nature of the change which requires dissemination.

The names and job titles of staff members should be readily available, including all details of their competence to deliver, assess or conduct quality assurance

The management of the team; who is responsible for whom and what their roles are, should also be specified.

For each programme an overall description of the delivery process should be available encompassing:

- Registration

- Induction

- Assessment planning

- Assessment procedures

- Quality assurance procedures (internal and external quality assurance)

- The IQA strategy – both interim and summative

- Certification

- Measures taken to maintain and develop effective qualification delivery, such as staff development, and how this will be achieved.

- Examples of documentation used to record assessment and IQA activity

Assessment Planning

1. All candidates should have an assessment plan for every assessment occasion. The candidate must know what they are being assessed on, in advance, which assessment methods will be used and what evidence they are agreeing to provide.

2. Assessment planning should only be undertaken once the candidate is confident and competent in their job role, and after they have met any training or developmental needs. Where knowledge and understanding is to be assessed, the candidate will also be provided with effective plans of assessment.

3. Assessment must be based on the candidate's work-based activities, where qualifications are defined as work-based. The majority of assessment should be via observation in the workplace, coupled with the examination of written evidence, questioning, and professional discussion and witness testimonies from approved individuals within the organisation. Where qualifications are defined as classroom-based, the candidate's submission of evidence must demonstrate his or her application of knowledge to examples within own role and working environment, where ever possible.

4. Assessors must record how they have made their decision, the evidence assessed and the methods used. It must be ensured that all candidates produce evidence to meet the entire standard, as well as covering the mandatory evidence requirements. Where a standard/standards have not been met, the assessor should provide clear constructive feedback to ensure the candidate knows and understands what he or she must work towards in order to satisfy this aspect of the standards on the next confirmed occasion of assessment.

5. All assessors should produce ongoing CPD records to the Lead IQA.

Internal Quality Assurance

All internal quality assurers must:

1. Support their team of assessors by:

- carrying out assessor inductions

- recording any advice and support given to assessors

- recording and providing access to minutes of meetings, one-to-one, as well as group-structured, such as standardisations

- accompanying assessors on-site to conduct live support IQA visits, and to meet with candidates and employers

2. Ensure the assessment and occupational competence of their assessors by:

- giving an induction to new assessors and IQAs and monitor their performance towards respective Assessor and Quality Assurance qualifications (TAQA).

- observing assessors at least twice a year for experienced assessors and more often for inexperienced assessors. On the occasion where an experienced assessor may be delivering a new/unfamiliar qualification, observations will be more frequent as with less experienced assessors

- undertaking formative quality assurance of assessor's candidates and also conduct caseload reviews with them on their progress.

- providing constructive feedback on any findings through sampling directly to the assessor, who in turn will then communicate any actions to the candidate.

- conducting standardisation meetings and regular team meetings and keeping minutes of all meetings in the centre's standardisation and team meeting file.

- maintaining regular contact with their assessors

- ensuring that their centre is operating in accordance with the Awarding Body and the award's Code of Practice regulatory requirements.

- contributing to external quality assurance meetings

- showing that they are fully active in the quality assurance procedures of their centre's provision.

Summative Quality Assurance

All internal quality assurers must undertake summative quality assurance as follows:

1. All candidate portfolios should be sampled, and a range of assessment methods be quality assured (where a qualification is work-based). It is noted that the methods of assessment may be more limited where delivery of a qualification has been classroom-based, although the most appropriate method of assessment for the candidate to work towards must always be in the best interests of the candidate.

2. A sampling strategy including formative and summative quality assurance must be provided to cover all assessors in all units and all candidates will be sampled twice as part of the sampling plan. The first sample quality assurance should be conducted at 25% completion or 6 months (whichever is sooner), the second sample quality assurance is to be conducted at 75% completion or 12 months (whichever is sooner) and must cover both practical observation and a sample of portfolio evidence.

3. Feedback based on formative and summative internal quality assurance must be given to the assessor, and this should be recorded as should all meetings between assessors and IQAs as well as actions to be taken, accompanied by realistic target dates for completion, when required.

Continuous Improvement

The centre will work continuously to strive to improve to achieve excellence in its provision and ensure that staff members are encouraged to evaluate their own delivery and take ownership of their development alongside their IQA and the lead IQA (where the IQA is not the lead IQA).
Opportunities for additional learning, training, and Continuing Professional Development (CPD) must be actively embedded, sought and encouraged by the assessor and IQA. Opportunities to evaluate strengths and areas for development should be ongoing and any agreed activities for development should be followed up on their completion.

Introduction to Quality Assurance Policy

It is a requirement of the Awarding Body and Centre Auditors and Inspectorates that the Centre operates a quality assurance system to ensure that:

- all teaching and learning and attainment is assessed;
- assessment briefs and test papers are checked and not issued unless they are complete and accurate;
- assessment is carried out fairly and consistently in line with national standards
- assessment practice is continuously reviewed and improved

The system does this by ensuring that:

- a sample of each assessor's decisions and feedback are verified. This should include all forms of assessment including theory-based and practical.
- for all programmes the unit and final qualification outcome achieved by a learner has been verified

This policy covers general internal quality assurance across the group; individual qualifications, awarding bodies and delivery patterns may have differing requirements

Reasonable adjustments

It is expected that the centre will make all reasonable adjustments to ensure that learners can be stretched and challenged to achieve of their best, throughout the duration of their qualification, by way of an engaging, varied, learning experience and a fair, accessible assessment process.
Any individual requirements may be identified during the enrolment process but it is noted that a requirement may become apparent *after* the qualification has commenced. As part of ongoing information, advice and guidance, the centre

staff will discuss with the learner how any specific needs may be met, and in consultation with the respective Awarding Body as and when required.

Where for example, qualifications may be knowledge-based, for a learner who may find writing difficult, supplementary recorded questioning or professional discussion may be an appropriate additional method of assessment, and consent sought from the awarding body to proceed where required. In the case of such an example, there is the opportunity for the learner to develop his or her functional written skills, accompanied by supportive error-correction from the assessor, balanced with the use of additional methods of assessment to ensure the learner can demonstrate the full capacity of his or her knowledge and understanding, without being dis-advantaged.

In addition, the nature of any timed summative assessments, should be reviewed for any learners where any need has been identified that may require an adjustment to be made, on consultation with the awarding body.

2. Appointment and roles of Internal Quality Assurers (IQA)

The lead IQA will work together with the IQA team to ensure that our practices are pro-active, supportive and inclusive to ensure all tutors and assessors can provide each of their learners with an enriching and engaging learning experience, and a qualification that has been completed to the highest standard.

There are two types of internal quality assurer (IQA):

- Lead IQA
- IQA

Lead IQA role is to:

Have overall responsibility for the IQA processes. This includes:

- Identifying IQA's to assist with internal quality assurance for the course as appropriate
- Undertaking training and staff accreditation as appropriate (e.g. A1, V1, Award in Education and Training, standardisation activities)
- Undertaking risk assessment of the assessor staff member for each course and reviewing this on a quarterly basis
- Checking and holding a CV for each assessor which confirms occupational competence at an appropriate level and current /recent relevant work experience
- Checking and holding validated copies of original assessor certificates (i.e. copies signed to indicate that originals have been seen)
- Liaising with the Director and appropriate external quality assurer (EQA/SV) to review and monitor the quality of provision
- Informing the Director of any changes in the delivery team e.g. new assessors, assessors leaving, new assessment sites
- Undertaking course checks to ensure that learners are enrolled both internally and with the awarding body on the appropriate course and within the required timeframe
- Reviewing the balance of assessment methods used within each assessor's assessment practice and to ensure that the assessment methods employed are appropriate for the assessment strategy and in the best interests of the individual learner's requirements
- Planning the IQA according to risk assessment of assessors

- Undertaking IQA of unit and qualification outcomes prior to authorising certification with Awarding Bodies
- Signing off approval for certification of qualification (work-based qualifications)
- Co-ordinating standardisation activities across the qualification suite

The IQA role is to:

- Support the Lead IQA in carrying out internal quality assurance of assessment practices
- Assist in standardisation and staff development activities

3. IQA Planning and Process

A summary of the IQA planning and process can be seen in the following documents:

IQA Planning Flowchart
IQA Process Flowchart (interim and summative)

These documents can be found in Appendices 1 to 3 of this document.

3.1 Planning

1. The Director appoints the Lead IQA and works with the Lead IQA to appoint IQAs for individual qualifications

2. Administrator:
   a. Ensures learners are enrolled on the correct qualification/apprenticeship
   b. Ensures learners are registered with the awarding body within the required timeframe
   c. Passes registration details to the Lead IQA for dissemination as required

3. Lead IQA:
   a. Carries out assessor risk assessment
   b. Utilises information from the risk assessment, completes, and updates the sampling plan

3.2 Process – Work Based Observation of Assessment – Interim Quality Assurance

1. Lead IQA / IQA:
   a. Advises individual Assessors of planned internal quality assurance activities

2. Assessor:
   a. Provides IQA with a copy of the assessment plan for the planned quality assurance visit, within the timeframe stipulated

3. Assessor:
   a. Carries out the assessment activity accompanied by any evidence relevant to the assessment activity which should be made available to the IQA to view

a. Observes the assessment and completes the IQA Report/OTLA form/electronic portfolio to confirm IQA activity and outcomes. as appropriate
b. Provides immediate verbal feedback and timely written feedback to the Assessor
c. Updates the IQA sampling plan to show actual activity against planned activity.
d. Reviews assessor risk assessment and sampling plan as appropriate
e. Files all completed reports in the QA folder on the Drive within the individual assessor's folder

3.3 Process – Work Based Summative Quality Assurance

1. Assessor:
   a. Provides Lead IQA / IQA with completed units/portfolio/e-portfolio and accompanying evidence for summative IQA

2. IQA / Lead IQA:
   a. IQA's the unit / portfolio evidence supplied then either:

      i. Verifies that the evidence supplied meets National Standards
         OR
      ii. Recommends the claim be accepted according to listed conditions
         OR
      iii. Returns the evidence to the candidate and assessor for further work and representation at a later date with clear guidelines for the outstanding requirements to be met

   b. If the qualification is then complete, the IQA completes the final IQA certification form and passes this to the administrator to update the learner record system and claim certification from the Awarding Body
   c. Provides written and verbal feedback to the assessor
   d. Updates the IQA Sampling Plan to show actual activity against planned activity.
   e. Reviews assessor risk assessment and sampling plan as appropriate
   f. Files all completed reports in the QA folder on the Drive within the individual assessor's folder

3.4 Sampling Strategies

Assessment Briefs

All assessment briefs will undergo IQA checks before distribution to tutors/learners.

Assessment

When planning IQA, the sampling strategy must take into account:

- Assessment decisions of all assessors
- All assessment methods
- All assessment locations
- Candidates at different stages of their qualification
- Qualification and unit requirements as stipulated by the awarding body

Sampling Level

Sampling of assessment activity will be dependent on the risk assessment of the assessor; the table below outlines the sampling strategy according to 3 risk levels:

Assessor Risk	Sample
Low	■ **The sample should be at least 10% (minimum 3) of the cohort for one assessment decision per unit assessed** ■ The sample should include a range of outcomes ■ Different candidates should be selected for each sample to ensure a distribution of gender, ethnicity, difficulty /disability, age etc. ■ The IQA Sampling Plan Form should be completed with each sample to ensure a range of assessment methods undergo IQA
Medium	■ **The sample should be at least 30% of the cohort for ALL assessments within the qualification** ■ The sample should include a range of outcomes ■ Different candidates should be selected for each sample to ensure a distribution of gender, ethnicity, difficulty / disability, age etc. ■ The IQA Sampling Plan Form should be completed with each sample to ensure a range of assessment methods undergo IQA
High	■ **The sample should be at least 60% of the cohort for ALL assessments within the qualification** ■ The sample should include a range of outcomes ■ Different candidates should be selected for each sample to ensure a distribution of gender, ethnicity, difficulty / disability, age etc. ■ The IQA Sampling Plan Form should be completed with each sample to ensure a range of assessment methods undergo IQA

4. Standardisation

The overall aims of standardisation are to:

- ■ Ensure that all learners are assessed fairly
- ■ Ensure consistency in the application of assessment decisions across all qualifications
- ■ Ensure consistency in assessment practices across all qualifications

- Address staff development requirements
- Share good practice
- Ensure assessment practices remain current and in line with awarding body requirements
- Communicate any changes to sector-specific legislation pertinent to the assessment of relevant skills and knowledge demonstrated by the learner

Standardisation activities will be co-ordinated by the Lead IQA.

Standardisation should involve all assessors; this should include any assessors working off the main site. If necessary, meetings should be held at different times and locations to ensure full attendance and those who are not able to attend should be updated. All IQAs for the relevant suite of qualifications should also attend.

Assessor standardisation events may incorporate the following activities on a rolling basis, based on standardisations being held quarterly:

- A
    a. Select at least 3 assessments from across the qualification programme. These assessments may be ones that have caused problems in some way e.g. interpretation of outcomes or tasks by assessor or learners
    b. For each assessment, pass 3 examples of anonymous, completed work around the group (without awarded grade or feedback).
    c. Each assessor should complete a feedback form as if they are assessing the work and providing feedback to the candidate.
    d. Discussion follows and if appropriate, standard statements regarding the assessment may be set.
- B
    a. Select an assessment type e.g. witness statement, time constrained assessment, written report
    b. For the selected assessment type, pass examples of assessment and recording around the group
    c. Discussion follows and if appropriate, standard statements regarding the assessment may be set
- C
    a. When qualification specifications change, compare evidence of 'old' assessment against new, comparing learning outcomes as a team
    b. Highlight differences in the specifications which will need to be incorporated into new assessment practices to ensure changes are embedded effectively
- D
    a. Each assessor takes a turn to present a best practice idea which others may be unfamiliar with
    b. Discussion follows to confirm examples of opportunities to utilise best practice identified in an effective and appropriate way

All documentation for each standardisation activity should be kept in the standardisation folder within the QA Folder of the shared drive. Records of standardisations will always include:

- Agenda
- Signatures of attendees
- Minutes of standardisation inclusive of any actions, target dates and the respective owner of each action confirmed
- Resources used to facilitate the standardisation session: communication from awarding bodies, unit amplifications, exemplars of completed and assessed evidence, visual presentation (slides)

5. External Quality Assurance

The Lead IQA will liaise with the EQA in the planning of external quality assurance visits. It is expected that the following information will be available for the EQA:

- Numbers of current registered learners
- Learner centre enrolment and awarding body registration details
- Assessor details – CV, Assessor qualifications, development plans, CPD Activity record
- Learner progress reviews, achievements, special requirements
- Assessment plans and records
- Support resources available for teaching and learning
- Details of assessment sites including any satellite centres
- IQA sampling strategy
- IQA records including feedback to assessors and discussions with candidates
- Records of claims for certification
- Learner work books/portfolios/e-portfolios
- Appeals procedure and any appeals that have occurred

The Lead IQA will be responsible for reviewing any action plans arising from EQA visits and should complete actions within the specified timeframe to work towards/maintain direct claim status.

6. Support and Development of Assessors, including induction

6.1 Induction

New assessors should receive an appropriate induction; this will depend on their previous experience and can be adapted taking into account the risk assessment process.

For each new assessor, the Assessor Induction Checklist should be completed

6.2 Training and Development

It is expected that all assessors will hold or work towards Assessor and IQA awards (the latter as appropriate) and this will be targeted via Performance Development Reviews (PDR) with the Lead IQA and Director.

NOTE: The assessment strategies for individual programmes must be reviewed to ensure that appropriate qualifications are held by assessors. Where an Assessor qualification is required and an assessor has not yet achieved this, then all of their assessment decisions must be validated by a qualified assessor.

Assessors will attend the following events as part of their role and CPD:

- Internal Standardisation events
- External Standardisation events – e.g. awarding bodies
- Internal staff development events – shadowing colleagues, guest speakers or demonstrators in attendance

- External staff development events, such as a training course as identified through the IQA and PDR process, networking events such as industry-specific, national or regional fairs
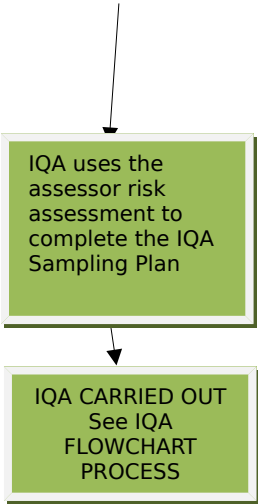
Additional examples of activities to be encouraged to ensure the quality and impact of the qualification delivery are:

- Subscription to industry-specific newsletters and updates
- Participation in voluntary activities relevant to maintaining currency of occupational competence
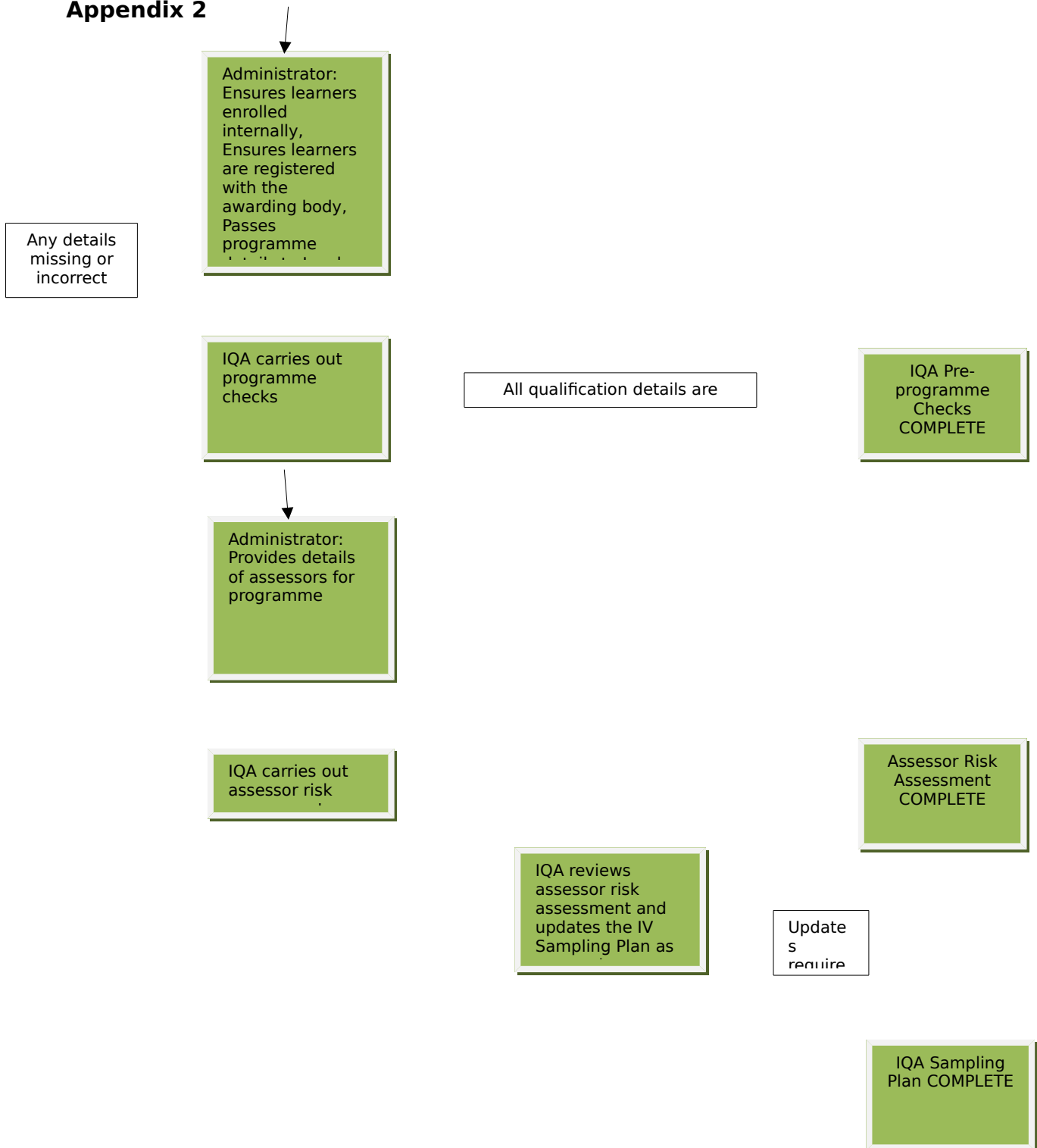
ELA TRAINING SERVICES

Appendix 1

IQA FLOWCHART - PROCESS

IQA's identified by Lead IQA and Managing Director

IQA uses the assessor risk assessment to complete the IQA Sampling Plan

IQA CARRIED OUT
See IQA FLOWCHART PROCESS

Appendix 2

Administrator: Ensures learners enrolled internally, Ensures learners are registered with the awarding body, Passes programme

Any details missing or incorrect

IQA carries out programme checks

All qualification details are

IQA Pre-programme Checks COMPLETE

Administrator: Provides details of assessors for programme

IQA carries out assessor risk

Assessor Risk Assessment COMPLETE

IQA reviews assessor risk assessment and updates the IV Sampling Plan as

Updates require

IQA Sampling Plan COMPLETE

Appendix 3

IQA FLOWCHART – PROCESS (Interim Quality

IQA FLOWCHART – PROCESS (Summative Quality

Roles allocated, planning documents

ASSESSOR

INTER QUAL ASSU

Roles allocated, planning documents

ASSESSOR

Advises individual assessors of planned

INTERNAL QUALITY ASSURER

Provides IQA with copy of assessment

Provides IQA with completed portfolio

Carryout assessment or provide evidence of assessment

IQA assessment and interview candidate

IQA completes IQA report on Assessment Decision, the IQA Report of Assessor Performance (where applicable)

IQA portfolio evidence supplied

assessor (verbal and

Feedback to assessor (verbal and written)

Yes

ISSUES?

IQA completes the IQA Report form and updates the IQA Sampling Plan to show actual activity against planned activity.

File all completed reports in the QA folder on the drive

Assessor uses feedback to consolidate/improve practice

No

Review ate assessor risk assessment and

Track achievement

Feedback to assessor (verbal and

Prepare for summative

Reviews IQA feedback and carries out actions

Forward portfolio for certification and qualification

IQA completes certification request, taking a copy for the file.

updated in candidate portfolio/e-portfolio/work book.

Track achievement

Review and update assessor risk assessment and sampling plan depending on