

Internal Quality Assurance Policy and Procedure

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1. Scope

BSA is committed to continuous improvement of internal quality assurance (IQA) processes and the student experience by:

- Regularly checking the consistency, validity and reliability of assessment decisions, quality of delivery and feedback to students.
- Supporting staff to develop and continuously improve assessment practices, so that students are given every opportunity to achieve their potential, through development of their skills and application of knowledge

2. Purpose

The purpose of internal quality assurance is to ensure that the assessment process is consistent and robust. In particular it should demonstrate that:

- Presentation of assessment materials to ensure they are standardised across the course, are well written, set at an appropriate level and clearly identify assessment requirements
- Mechanism for feedback gives scope for the student to receive developmental guidance in relation to the assessment (where permitted to do so)
- Assessment and grading decisions are consistent, made with reference to the relevant learning outcomes and criteria and in line with national standards and academic and vocational levels
- Assessment feedback clearly details strengths and where improvements can or need to be made in relation to the tasks including English and maths where appropriate
- Delivery staff undertaking assessment and students are familiar with course specifications, assessment procedures and outcomes and understand the means by which assessment decisions are reached
- Assessment methods and procedures conform to the requirements of external Awarding Bodies

3. Policy Statement

The fundamentals are to ensure that staff and students are continuously developing and learning new skills to support in securing positive outcomes for our students. BSA operates a robust, developmental and supportive IQA process to maintain the consistency and accuracy of assessments.

4. Accountability and Responsibilities

The Head of Centre is responsible for the updating of this policy and procedure and monitoring its use.

Roles and Responsibilities of LIQA's

Lead IQA's (LIQA) are responsible for coordinating the IQA processes and External Quality Assurance visits. Within this role the LIQA is also expected to:

- Ensure that all Assessors and Tutors hold and maintain the required qualifications and occupational competence to deliver the qualifications or units assigned to them
- Identify training needs and provide ongoing support to aid continuous improvement in training and delivery
- Review assessment plans as a minimum once a year
- Ensure that timely registration and certification requests are submitted to the administration team and recorded centrally in line with awarding body requirements
- Ensure that IQA's adhere to sampling plans and that they take into consideration the ratio of students per qualification and assessor/tutor, covering all units delivered
- Facilitate Standardisation activities to support the continuous improvement of qualification and unit delivery, whilst ensuring consistency of assessment
- Ensure all assessment documentation, maintained by Assessors, is complete, up-to-date and signed by all parties.
- Ensure conflicts of interest are identified and addressed, including not allowing the quality assurance of own assessment work or cross quality assurance where two people quality assure each other's work
- Conduct observations of Assessors conducting the assessment process
- Ensure that all observations completed by LIQA and IQA's are stored securely in the IQA file
- Gather student feedback to monitor and analyse the quality of the assessment process and student journey
- Impart information and feedback resulting from monitoring activities and ensure all actions are addressed by the indicated timescales
- Complete an annual LIQA report to provide an overview of the year's activities and their outcomes
- Regularly review resources used by assessors/tutors to ensure they are fit for purpose

Every LIQA folder must contain:

- a) IQA Sampling Strategy – which includes assessor and tutor risk ratings
- b) LIQA Report
- c) A list of registered students including any certification dates
- d) IQA, Assessor and Tutor details including caseloads, CV's, copies of certificates and CPD records
- e) Assessment plans and records of assessment
- f) IQA records including feedback and actions given to assessors and tutors
- g) Observation records

Roles and Responsibilities of IQA's

IQA's are responsible internally quality assuring student assessments in accordance with examining/awarding body requirements. Within this role the IQA is also expected to:

- Have vocational competence at an appropriate level as required by the awarding body in the subject area they are quality assuring
- Be familiar with the awarding body course definitions and course structure and all appropriate national standards and codes of practice and unit rules of combination
- Report any anomalies of the assessment process to the LIQA immediately
- Inform the LIQA if an appeal on assessment is requested.
- Adhere to BSA's Assessment procedure as well as the Appeals against Assessment Decisions policy and procedure if appeals arise
- Advise and support Assessors and Tutors
- Complete action and development plans as appropriate
- Observe assessment practice and delivery to support and monitor the consistency of the assessment and delivery and formally recording it
- Provide the necessary documentary and advisory support to facilitate external quality assurance
- Ensure equality of opportunity for all students
- Advise assessors on confidentiality and security of student work & portfolios.
- Maintain records of IQA sampling
- Standardise assessment judgments
- Carry out new, mid and final internal quality assurance sampling on each portfolio of evidence and maintain the records
- Ensure student work & portfolios held at BSA are stored centrally, safely and securely
- Follow the awarding body requirements for the conduct and reporting of assessment and the reporting of results
- Where a major non-conformity has been identified via sampling, the frequency and size of sampling shall be increased until the IQA and LIQA are satisfied the

standards of assessment are being practiced and maintained

- Where a minor non-conformity has been identified, the IQA shall agree the required corrective action which shall be closed out in an agreed timescale
- Provide high quality feedback on assessment decisions to help drive continuous improvement

Roles and Responsibilities of Tutors and Assessors

Assessors and Tutors are responsible for assessing and marking student work in accordance with examining/awarding body requirements. They must..

- Ensure that the units chosen for students include the correct awarding body rules of combination
- Ensure that assessment plans are completed prior to the programme start date and that they are regularly reviewed in line with the cohort of students being delivered to
- Carry out assessment in line with awarding body requirements with support from the LIQA and IQA
- Quality of feedback (including English and Maths where appropriate including annotations on student work
- Timelines of student feedback on marked work and student re-submissions are met, ensuring it meets the awarding body deadlines

5. IQA and Sampling Strategies

In all cases assessment strategies must follow the principles of 'CAMERA'.

Factors	Sampling must cover/consider
C andidates/Students	Ethnicity, age, gender, whether candidates are employed full or part time and any special arrangements
A ssessors	Experience (new assessors are higher risk), feedback from EQA visits, qualifications, workload, occupational experience
M ethods of Assessment	Questioning, observation, testimony, RPL, use of simulation, product evidence, assignments, projects and tests
E vidence Types	Written confirmation that evidence is valid, authentic, current, sufficient plus a focus on any special requirements and identified problem units
R ecords	All documentation relating to assessments and assessment feedback to learners
A ssessment Locations	Different assessment locations

In all cases the sampling strategy must reflect the risk rating of every assessor/tutor that should be assigned as follows:

Risk	Category	Sampling Rate	Annual Assessor/Tutor Observation Rate
High	Newly qualified Assessors or Tutor new to the centre or those Assessors/Tutors who are continually falling short of the standard required	100%	3 per year
Medium	Assessors who are in need of development but often meet the standard required	50%	2 per year
Low	Assessors who are experienced with the qualification or unit they have been assigned to and continually meet the standard required	25%	1 per year

The rates above may be subject to change for instance:

- Where a qualification is new to the centre the first 2 cohorts will be sampled at a 100% rate unless otherwise authorised by the Awarding Organisation
- Where the sampling strategy of the Awarding Organisation overrides that of the centre due to the risk rating or actions resulting from monitoring activities
- Where a contractual requirement requires additional sampling to take place (N.B. this will not override the requirements of the previous two instances where this sampling rate would require a lesser sampling rate to be adopted)

To enable the IQA to evaluate the quality of formative guidance given to students, it is vital that IQA activities occur at different stages throughout a student's programme.

Each student portfolio will have the following forms of sampling completed:

New IQA Sampling (all students) – This will be completed within the first 12 weeks of a student starting on programme and will include checks to ensure:

- The student has been registered within the correct timescales ensuring their personal details are correct and they are registered to the correct qualification
- No assessments have taken place prior to registration
- That the correct units have been chosen to satisfy any awarding body rules of combination
- That every student has completed a full induction

Interim IQA Sampling – The percentage of sampling will depend on the risk rating of the assessor/tutor and must include:

- a range of completed assessments across a range of units
- a range of assessment methods
- a review of feedback given to student
- a review of student progress
- reviewing the quality of assessment decisions thus far
- ensuring the assessor/tutor is checking the validity, authenticity, reliability, currency and sufficiency of the students evidence.
- an interim sampling report that includes high quality developmental feedback which may include timebound actions to be taken by the assessor/tutor that is signed and dated by all

Final IQA Sampling – This will involve the final sampling of students work and must include:

- ensuring that for each cohort of students that all units have been sampled
- a check to ensure that all assessment methods have been sampled
- reviewing the quality of feedback
- reviewing the quality of assessment decisions thus far
- ensuring the assessor/tutor is checking the validity, authenticity, reliability, currency and sufficiency of the student's evidence.
- a final IQA report providing the assessor/tutor with some quality feedback that is signed by both the assessor/tutor and IQA confirming that feedback has been received and confirming the portfolio is ready for certification

6. Standardisation of Assessment

Standardisation (sometimes referred to as benchmarking or moderating) is an important part of the duties of the IQA. Regular meetings will be held to conduct standardisation exercises which will be led by the LIQA and will:

- be held on a quarterly basis (more frequent as required or on release of new standards)
- include minutes of the quarterly meetings which include any actions given
- cover feedback from Awarding Organisation monitoring activities (EQA visits), assessment good practice and interpretation of standards and qualification specifications
- cover feedback from students as to satisfaction levels of both assessment practice and quality of delivery
- include exercises using real students' evidence will be used in order to standardise the assessment decision process

7. Observation of Assessment and Delivery

The IQA will complete observations of delivery and assessment to ensure the

management of the quality of the programme. The number of observations completed on each assessor/tutor will depend on their risk rating which will be reviewed every year and will include 1 or more of the following observations:

- Direct observation of the Assessor in action and giving feedback on performance
- Direct observation of an Assessor's planning and review activities with learners
- Direct observation of classroom or workshop delivery

All observations and evidence of any associated actions will be recorded and kept within the quality assurance folder for viewing by the Awarding Organisation during monitoring activities.

8. Linked Policies and Procedures

- Appeals Against Assessment Decisions Policy and Procedure

9. Equality Impact Assessment

Impact Assessment for the 4 strands of Equality, Safeguarding, Health and safety and Sustainability

Initial Form to be completed with Risk Assessments or as part of a proposal or change to a policy, plan or new way of working	
<p>Title of Activity:</p> <p>Author and Date: Dionne McCann Nov 2020</p>	<p><input type="checkbox"/> New or <input checked="" type="checkbox"/> Revision</p> <p>(Tick as appropriate)</p> <p>Expected Implementation Date: Nov 20</p> <p>What is the Review Date: Every 2 Years</p>
<p>Equality and Diversity.</p> <p>Which of the characteristics may be impacted upon?</p> <p>And, if yes, how has this been considered?</p> <p>What are the risks? What are the benefits?</p>	<p>None, no impact</p>
<p>Safeguarding:</p> <p>Are there any aspects of this proposal which could cause a Student/member of staff/visitor to feel unsafe?</p> <p>If yes, how has this been considered?</p> <p>What are the risks? What are the benefits?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Health and Safety:</p> <p>Have any risks been identified?</p> <p>If yes, how has this been considered?</p> <p>What are the risks? What are the benefits?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Sustainability:</p> <p>Are there expected benefits or impacts on sustainability issues?</p> <p>If yes, how have these been considered?</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>Evidence:</p> <p>What evidence do you have for your conclusions and expectations for these conclusions?</p> <p>How will this impact be monitored for all these considerations?</p>	<p>Quality is monitored through both internal and external reviews</p>
<p>Is this policy of a high/medium or low risk? :</p>	<p><input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low</p>