Internal Quality Assurance (qualifications) Policy

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Policy Statement:

Total People is committed to ensuring robust quality assurance practices are established and maintained across all accredited centres, to ensure assessment activities have been conducted in a safe, fair, and consistent manner. Through quality assurance we ensure

- Consistent standards of delivery across all centres / qualifications delivered
- Consistency, validity, sufficiency in assessment practices
- Qualified and skilled assessors and IQAs
- A cycle of continuous improvement

Scope:

This policy applies to all accredited centres, delivering accredited qualifications across Awarding Organisations and is supplemented by sector specific IQA strategies. Awarding Organisations include:

- AAT
- City & Guilds
- CIPD
- EAL
- NCFE
- Pearson / Edexcel
- IMI
- TQUK
- SQA

Legislation, Guidance and Relevant Policies:

This policy is to be used in conjunction with other relevant policies and national requirements.

- RQF – Regulated Qualifications Framework
- JCQ – Joint Council for Qualifications
- Awarding Organisation regulations and guidance

Other relevant policies:

- Initial assessment policy
- [Feedback strategy](#)
- Conflict of interest policy
- Malpractice and maladministration policy
- Marking assessment and appeals policy
- Plagiarism and collusion policy
- Exam invigilation policy
- QTLA policy
- [LTE retention schedule](#)
- Safeguarding
- Prevent
- EDI
- GDPR
- Health and Safety
- Complaints
- TPL007 – Registration, Certifications and Exams Process

Role and Responsibilities

Teaching & Learning Manager (TLM)

- Maintain up to date policies and procedures, reporting to the Quality Director
- Support managers to co-ordinate shared systems visits
- Monitor reports across all EQA visits, tracking DCS, sharing good practice and using reports to inform actions for continued improvement
- Oversee / manage cases of suspected maladministration and malpractice with the relevant CPM.

Curriculum Performance Manager (CPM)

- Gain approvals for new qualifications – *see appendix 1 for checklist*
- Maintain up to date IQA strategy, ensuring location of all accredited centre documentation is shared with the TLM
- Request relevant log in accounts for delivery staff and request accounts are closed for delivery staff that leave the centre
- Ensure all centre staff are appropriately trained and inducted into their role
- Co-ordinate / oversee all EQA <u>sampling visits</u> for qualifications delivered
- Contribute to the planning and co-ordination of shared <u>EQA systems visits</u>
- Maintain accurate, secure, and up to date accredited centre records – *see appendix 2 for checklist*
- Maintain accurate, safe, secure, and up to date records of assessment and IQA – *see OneFile / appendix 3*
- Monitor registration reports and report any anomalies to the Qualifications Administration team
- Report any / all incidents of suspected malpractice, maladministration, plagiarism, or collusion immediately to the TLM. Provide required evidence and support the TLM to undertake investigations within required timescales

IQA

- Maintain up to date knowledge of qualification specifications / handbooks and any related Awarding Organisation IQA guidance
- Provide support, advice, and guidance to assessors
- Plan and deliver regular standardisation
- Plan sampling activities to cover formative and summative sampling across a range of assessment methods, maintain records of advanced planning
- Conduct regular sampling activities in line with the AO requirements, ensuring sufficiency, validity and reliability of evidence and maintain effective records of sampling activities
- Provide written and verbal developmental feedback to assessors
- Ensure any identified actions are rectified and closed out in a timely manner
- Submit certificate request forms to the Qualifications Administration (QA) team, via PicsWeb
- Contribute to the planning and running of EQA sampling visits
- Maintain own records of CPD and professional development and experience as required by the relevant AO

- Report any / all incidents of suspected malpractice, maladministration, plagiarism, or collusion immediately to the TLM. Provide required evidence and support the TLM to undertake investigations within required timescales

Assessor / Learning Coach

- Induct learners into their programme
- Maintain up to date knowledge of the qualification specifications / handbooks and assessment requirements of qualifications delivered
- Plan for learning and assessment activities with learners, in advance of assessments taking place
- Support / coach learners to develop their skills and knowledge
- Ensure validity, sufficiency and reliability in evidence assessed
- Provide verbal and written developmental feedback to learners throughout their programme
- Mark / assess work in line with the [feedback strategy](#)

Qualifications Administration Team

- Register learners with the relevant Awarding Organisations
- Withdraw early leavers from relevant Awarding Organisations (monthly activity based on EL report)
- Apply for certification and distribute certificates

Process:

Induction

All colleagues receive an induction into Total People, for all delivery colleagues this induction incudes:

- Induction into role/ responsibilities and accredited centre with Curriculum Performance Manager, see [new colleague induction / mandatory training and manager induction checklist](#). Objectives and development plans are set via the probation review form.
- Face to face delivery sessions including:
    - Introduction to the EIF
    - Effective initial assessment
    - Planning for learning
    - Effective feedback and target setting
    - Embedding maths and English
    - Safegurding, Prevent and EDI
- Online follow up support sessions provided by systems specialist, colleagues, or managers
    - Using OneFile
    - Using PicsWeb
    - Using BKSB
    - Using CPOMS

All support, advice and guidance given to delivery colleagues will be documented as part of 1:1s, PDRs, QTLA observations and development plans and IQA feedback.

Appropriate training and development opportunities are provided for delivery colleagues to enable them to meet their responsibilities, gain a common understanding of relevant standards and maintain appropriate CPD records.

Decisions of unqualified delivery colleagues are checked, authenticated, and countersigned by appropriately qualified and occupationally competent staff.

Support and development

Curriculum Performance Managers will ensure that all delivery staff are kept up to date with any changes to the National Occupational Standards and these are implemented in accordance with the Awarding Organisation timescales.

If the occasion arises, Curriculum Performance Managers will help to resolve any disputes and appeals in accordance with Total People's Assessment Appeals Procedure.

Regular meetings between all Sectors will be held to share good practice throughout the company and discuss any changes to the procedures required to improve the standard of programme delivery (CPM meetings, Operations meetings, ACC, and Total News). A minimum of 4 sector standardisation meetings are carried out per year, schedules and records of standardisation are maintained by the relevant CPM and location of these records shared with the TLM via the IQA strategy.

Planning

Curriculum Performance Managers inform their Awarding Organisation of any changes affecting their ongoing ability to meet the centre approval criteria i.e. staff changes, staff qualification achievements, etc. All accredited centre records are held electronically, securely and kept up to date by the relevant CPM. Locations of records are shared with the TLM.

Actions identified following external quality assurance visits are communicated to appropriate staff and corrective measures are implemented within the agreed timescales.

Curriculum Performance Managers will forward a copy of every external quality assurance report to the TLM who will analyse the findings and share good practice from these reports with the Quality Director to ensure support is available where development areas have been identified.

Sampling

All activities, evidence sampling, and assessor observations are planned and carried out to ensure that assessment decisions and practices are regularly sampled, and findings are acted upon to ensure consistency and fairness.

Sample size for each assessor is based on a risk rated approach. Each sector holds records of their RAG rating system for assessors and their strategy details their approach to both formative and summative sampling and planning. A clear sampling rationale is

detailed within the strategy and meets the guidelines / requirements of the relevant Awarding Organisation.

IQA will give verbal and electronic feedback to Delivery Colleagues on all quality checks. Evidence sampling and observations of practice will be completed a minimum of annually. Refer to the QTLA policy.

Sector achievements are monitored and reviewed and used to improve future learning activity. Learner and employer feedback are used to evaluate the quality and effectiveness of Total People's aims and policies leading to continuous improvement.

<u>Record keeping</u>

Documentation is maintained in consistent manner so that information for external quality assurance and internal audits can be easily located. Documentation is retained in line with the LTE data retention schedule and Awarding Organisation requirements.

Policy Awareness, Implementation and Training:

All policies are shared via the TP Hub. Changes to policies are communicated to all relevant colleagues through Total News, All Colleague Calls, Curriculum Performance Manager Meetings and Sector Team meetings.

Review:

This policy is published on Total People's website and Total People's internal Hub. The policy is shared with all colleagues through induction training and mandatory annual refresher training. Updates to policies are also communicated through email communications, monthly newsletters, cluster meetings and all colleague calls.

This policy is reviewed annually, or in response to updates and changes to relevant legislation and guidance, whichever is sooner.

Appendix 1 – Approval Requirements Checklist:

- Staff list – assessors / tutors / IQAs
- Certificates and CVs of all delivery staff – vocational plus assessor / IQA or teaching (NB if names differ on certificates marriage or deed pole records required)
- CPD records for all delivery staff
- SoW and session plans for delivery
- Delivery locations details / addresses
- Estimated number of registrations year 1
- Estimated number of registration year 2
- Expected course start date
- Estimated first registration date
- AO agreement signed to say all requirements met

NB: Record of approval / agreement to be sent to TLM for central storage

# Appendix 2 - Accredited Centre documentation – checklist

- Records detailing assessor induction into qualifications / centre requirements
- Copies of all accredited centre staff CVs (removing personal address & personal phone numbers)
- Copies of centre staff certificates (assessor, IQA and occupational)
- Up to date records of *CPD and staff training
- Records of regular standardisation meetings across all qualifications delivered
- Copies of SoW / session plans / curriculums

CPD records to be updated regularly by all staff, see – [TPL008-Process for Recording CPD.docx (sharepoint.com)](#) for more information

Individual centre staff can print their records to PDF to share with their manager, CPMs are responsible for checking records are up to date.

Staff training – Mandatory staff training is captured via I Learn – managers can view training completed for all staff

Example: Teams site, accessed by CPM, Lead IQA and TLM (By sector / AO / Qualification / documentation)
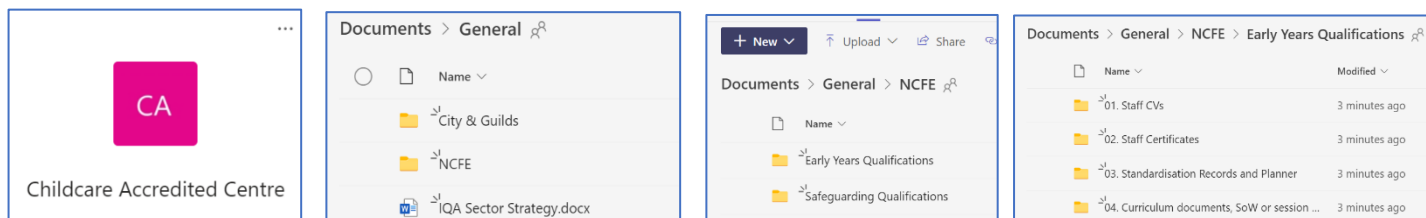
Appendix 3 – Assessment and IQA documentation

NB: OneFile is the electronic portfolio system used by TP, where OneFile is used the following documentation is held. In some circumstances for example: short courses, associate delivery an alternative portfolio is used. Where this is the case, the CPM must ensure that the following records are available and stored safely.

- Records of learner induction
- Records of assessment plans
- Records of learner evidence
- Records of assessment decisions and feedback
- Records of formative and summative IQA planning and sampling – including advanced planning (3 months in advance)
- Evidence of countersignatures where required (assessors / IQAs WT qualifications)

Non-OneFile:

Requirements:

Advanced planning must be evident, documentation must be saved electronically showing a clear audit trial. Explanation of system / documents to be compliant with relevant AO and detailed in the sector IQA strategy and shared with the TLM.

An example / suggestion:

TEAMS Accredited centre site / Awarding Organisation / IQA documentation / month / document type / by IQA / by assessor / learner or cohort – sampling reports and sampling plan for the month. Please note this is an example only and the system used needs to work for individual sectors, the qualifications delivered, and sampling strategy adopted to be compliant with the relevant Awarding Organisation requirements.

Appendix 4 – Sector IQA Strategy

Each sector completes and maintains this up-to-date strategy detailing all qualifications delivered.

IQA sector information:

Sector:	CPM:	Date updated:

Qualifications delivered:

Please note where C&G is used note both the Qualification number and the C&G product code.

Name of Qualification	Qualification Number	Awarding Organisation

Assessment Resources:

Summary of equipment and materials used to support assessment and IQA (delivery and assessment materials plus any specific equipment checklists / risk assessments if appropriate)

Assessment Team:

Name of assessor	RAG rating for IQA sampling	Qualifications covered	Caseload capacity

If any assessors are currently working towards an assessor qualification, please make this clear and identify the name of the counter signatory assessor.

IQA Team:

Name of assessor	Qualifications covered	Caseload capacity

IQA Planning and Sampling Rationale *(This rationale details how the relevant Awarding Organisations sampling strategy will be met by each sector across all stages of the learning journey).*

CVs and certificates:

Copies of CVs and relevant certificates are obtained from CPMs as part of the recruitment and induction process. CVs retained for the purpose of meeting accredited centre processes must have personal addresses and phone numbers removed. Certificates must include assessor and IQA qualifications or equivalences and where required by the qualification specification / handbook occupational certificates and industry experience.

Please detail the location of assessor and IQA CVs and Certificates, direct link to documents to be included:

CPD:

All colleagues are required to complete mandatory training via I Learn, records checked by Curriculum and Performance Managers via one to ones and annual professional development reviews. Additional CPD activity for each staff member held on a central system.

This includes standardisation, team training, industry experience, external training, and self-study.

CPMs are responsible for checking CPD records and planning relevant CPD with colleagues via one to ones and annual professional development reviews.

CPD system link: https://cpd.ltegroup.co.uk/

Standardisation records

<mark>Add sector standardisation planner / timetable for current year</mark>

Records of standardisation are held electronically

Location of standardisation records	

In addition, regular cluster meeting are held. Records are stored electronically.

Location of meeting minutes	

SoW / Curriculums for group delivery are developed and held by each cluster.

Location of curriculum / or SoW or session plans (where relevant)	

Please confirm that your sector uses OneFile for all learners.

All assessment and IQA documentation are held on OneFile including records of advanced planning covering formative and summative sampling.	Tick to confirm

If for any qualifications **OneFile is not used** as the learner's portfolio, then please complete the section below:

Details of initial assessment and skills scans held:
Location of assessment documentation, plans, observation records, feedback and evaluation forms.

Appendix 5 - Useful links

[City & Guilds](#)

[City & Guilds – Guidance on Internal Quality Assurance of Qualifications](#)

[Walled Garden](#)

[NCFE](#)

https://www.ncfe.org.uk/qualifications/preparing-for-eqa/review/

https://www.ncfe.org.uk/qualifications/preparing-for-eqa/course-file-documents/

See below for sampling strategy which can be downloaded from NCFE.

[Pearson](#)

https://qualifications.pearson.com/en/support/support-for-you/quality-nominees.html

[IMI](#)

https://tide.theimi.org.uk/sites/default/files/2023-02/2.2%20-%20Roles-%26-Responsibilities-of-Centre-Personnel.pdf

Internal Quality Assurance Strategy and Sampling Guidance

The purpose of internal quality assurance is to make sure that the standards for the qualification are being reached and also maintained throughout the delivery and assessment of the qualification.

In order to make sure that the process is effective to satisfy our requirements and to guide and support the assessment team in the centre, it's essential that a sufficient sample of the work produced by the learners is checked.

The following points should be considered when devising a sampling plan or sampling matrix:

- consider the timing of the sampling – discuss the proposals with the assessment team

- check on the scheme of work when the assessments are due to be submitted and allow sufficient time for marking i.e. 10-15 days as a reasonable guide

- if the qualification is being delivered for the first time or there are new Assessors it is recommended that a sample size of 30-50% of the learners should be carried out. The characteristics of such a sample should include all Assessors, satellite centres, a wide range of learners, all the units being completed and a range of grades (if applicable). The findings can be recorded either on a centre devised report form or by using one of the templates available on our website

- when a qualification/programme has been delivered once, then the sampling may be reduced in line with IQA findings. Although a percentage is not defined, it is expected that the Internal Quality Assurer should be able to gain a 'picture' of the progress and achievements of the learners, the practices being demonstrated by the Assessor and findings at IQA.

If a centre is ever in doubt about their sampling plan, then they can discuss this with their allocated External Quality Assurer (EQA) who will be happy to offer guidance.

Sampling Report (paper-based)

Internal Quality Assurer:	Enrolment/Reg:	Enrolment/ Reg Date:
Assessor:	Qualification:	
Learner:	Level: 2	Unit/s:

Feedback:	Evidence Sampled		Yes	No
	Observation			
	Examining product of work			
	Discussion with learner			
	Witness testimony			
	Learner Statements			
	Recognising prior learning			
	Assessment in simulated environment			
	Skills test			
	Oral and written questions			
	Assignments			
	Projects			
	Case studies			
	Other Feedback and assessment plans			
	Is the Assessor qualified?			
	Has the Assessor confirmed authenticity, sufficiency, consistency and validity in the evidence sampled?			
	Formative	Summative		

Action Required:	Target Date:	Assessor Signature:	Date:
		IQA Signature:	Date:
		IQA Countersigning Signature: (if applicable)	Date:
		I confirm all action points have been completed and evidence requirements satisfied.	
		Assessor Signature:	Date:
		IQA Signature:	Date:
		IQA Countersigning Signature: (if applicable)	Date: