

# **Hampshire Achieves**

## **Internal Quality Assurance**

### **Policy and Procedures**

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## **Internal Quality Assurance**

‘The contents of this policy are an integral part of the HA Quality Assurance Framework.’

### **1.0 Purpose**

The purpose of internal quality assurance process is to establish and maintain the quality of assessment for internally assessed and externally accredited learning programmes across all, customised qualifications and nationally recognised qualifications.

The policy aims to ensure the consistency of practice by Tutors and Internal Quality Assurers (IQA) across all Adult and Young People’s Learning Programmes delivered by; Hampshire Achieves; other County Council Departments; and External Providers.

### **1.1 Related Policies**

This policy is developed in the context of other related policies, including:

[Teaching, Learning and Assessment Policy and Procedures](#)

[Malpractice & Maladministration Policy and Procedures](#)

[Conflict of Interest Policy and Procedures](#)

Equality, Diversity, and Inclusion

Skills for Life Policy

Qualifications, End Point Assessment and Exams Policy

### **2.0 Scope**

This policy incorporates; internal quality assurance processes, procedures, and guidelines to support; learning funded or subsidised by the Department for Education; delivered NCFE Customised Qualifications; for all national qualifications directly delivered by Hampshire Achieves.

All staff are aware of the policy which is updated biennially. The successful implementation of this policy depends upon those responsible for being fully familiar with the policy and implementing the procedures set out within.

This document should be used in conjunction with the specifications for each Customised Qualification and National Qualification being delivered.

### **3.0 Internal Quality Assurance**

Internal quality assurance ensures that learners receive fair and equal access to assessment, which is free from discrimination and is made by well-informed and well-supported tutors. It also ensures that the standard of assessment remains consistent across time and learners with respect to individual tutors, and that there is consistency and standardisation between tutors. This form of standardisation is vital in the maintenance of a national standard of assessment.

### **3.1 Role and responsibilities of the IQA**

The IQA must:

- understand the process of assessment and verification within the context of quality improvement;

- have a relevant occupational background which can be related to the vocational area to be verified;
- maintain occupational competency relating to the qualification and/or vocational area to be verified;
- for qualifications, apprenticeship framework and standards, have gained the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice ;
- ensure health, safety and environmental protection procedures are applied within assessment arrangements;
- apply and monitor equal opportunities and access procedures throughout all assessment activities;
- have a clear understanding of the standards and their associated Knowledge, Skills, and Behaviours (KSB) to which the learner is being assessed and ensure that any queries relating to the interpretation of the standards are clarified with the external quality assurer;
- work with others to ensure the standardisation of assessment practice and outcomes;
- follow agreed procedures for the recording, storing, reporting and confidentiality of information.

The IQA has responsibility for the following:

- planning and carrying out the sampling of assessed work;
- observing tutor performance;
- advising, supporting, and providing developmental feedback to tutors;
- ensuring tutors interpret, understand and consistently apply the correct standards and requirements;
- identifying issues and trends, for example several learners misinterpreting the same thing;
- support standardisation activities to ensure the accuracy and consistency of assessment decisions between tutors;
- meeting external quality improvement requirements.

A Programme Validation process has been designed to ensure that all programmes meet the strategic aims of the Service, and that these aims will be followed for all provision directly delivered by Hampshire Achieves and Young People's Learning teams. Once developed all new programmes are reviewed and agreed timely by the Curriculum Operations Group. An IQA will be appointed in discussion with the programme and/or curriculum lead prior to the start of each new programme of learning, where volume of learners will be discussed and agreed.

### **3.3 Carrying out and evaluating internal assessment and quality assurance.**

The IQA must ensure that:

- arrangements for carrying out internal quality assurance meets Hampshire Achieves requirements, and those of the external awarding body;
- administrative and recording arrangements meet external audit requirements;
- the eligibility of tutors to undertake assessment is checked against awarding body requirements;

- appropriate support for tutors is available;
- standardisation of assessments is carried out;
- a procedure for complaints and appeals, which meets the requirements of awarding bodies, is followed when necessary, the Appeals Procedure is outlined on page 12 and a copy of the [Learner Appeal Report](#) pro-forma is included at appendix 4;
- appropriate recommendations to improve internal quality assurance arrangements are made to Hampshire Achieves.

### **3.4 Supporting Tutors**

The IQA must ensure that:

- tutors have appropriate technical, and vocational experience;
- tutors are familiar with and can carry out specific assessments and follow the recording and internal audit procedures;
- the development needs of tutors are identified in relation to: principles of assessment; needs of learners; their technical expertise and competence;
- tutors have the opportunity to develop their assessment experience and competence and their progress is monitored;
- tutors have regular opportunities to standardise assessment decisions;
- tutors are able to maintain quality standards.

### **3.5 Monitoring the quality of tutors' performance**

The IQA must ensure that tutors:

- plan and prepare for assessment opportunities effectively;
- have effective processes for making assessment decisions;
- apply valid, authentic, current, sufficient and reliable methods of assessing learners' competence in the learning outcomes of Customised Qualifications, National Qualifications;
- set up and maintain effective working relationships with learners at all stages of the assessment process;
- apply relevant health, safety, and environmental protection procedures;
- meet equality and access criteria;
- give timely and effective feedback to learners;
- maintain accurate and secure records;
- receive accurate and helpful feedback on their assessment decisions.

### **3.6 Sampling assessments**

The IQA must ensure that the sampling strategy:

- meets awarding body requirements;
- covers all tutors, learners, units, assessment methods and locations for each programme;
- is an on-going process;
- includes an increased ratio of assessment decisions made by new or inexperienced tutors e.g., 100%;
- checks that evidence is valid, sufficient, authentic, current, reliable, and consistent;
- guarantees that IQAs do not verify evidence that they have assessed.

### **3.7 Formative and summative sampling**

Sampling assessments should involve reviewing the quality of Tutors' judgements at both formative and summative stages.

- Formative sampling:
  - It is important the IQA samples assessment activity at different stages of the assessment process.
- Summative sampling:
  - The IQA should review the quality of the final assessment decision by evaluating how the tutor has reached that decision.

### **3.8 Sampling across tutors**

For customised qualifications, national qualification and apprenticeship standards the IQA should sample at least one complete portfolio as well as comparing evidence across units, elements, performance criteria or KSBs across tutors to ensure consistency between tutors over time and with different learners. This process also assists in identifying the most appropriate forms of evidence that can cover the requirements of the qualification/scheme.

### **3.9 Observation of assessment practice**

By observing the tutor at work, a greater understanding of the assessment process is gained, particularly in the area of decision making; the IQA also achieves a greater understanding of how the diverse needs of learners are met.

### **3.10 Standardising assessment judgements**

The IQA must ensure that:

- consistency and reliability of assessment is maintained;
- records of standardisation meetings/exercises are kept;
- feedback is provided to tutors;
- problems encountered with individual learners are discussed and appropriate action taken.

An overview of the assessment and internal quality assurance processes for customised qualifications and national qualifications are provided in Appendix 1 and 2.

## **4.0 Meetings and communications**

It is important that the outcomes of the above process, as well as feedback from the moderator; the external quality assurer; and awarding body issues etc are disseminated and discussed at regular meetings with the assessment team, in order to continually improve the assessment process.

## **5.0 Frequency and volume of internal quality assurance activity**

IQAs should ensure that Hampshire Achieves and the Awarding Body requirements are met. The frequency and volume of internal quality assurance activity is dependent upon the duration and intensity of the course, as well as the number of learners being assessed. As a guide, the sample of assessment decisions which are internally verified is usually between 20 and 40%. For NCFE Customised Qualifications and national qualifications. The IQA should sample at least one complete portfolio, as well as comparing evidence across units, elements, or

performance criteria across tutors to ensure consistency between tutors over time and with different learners. For apprenticeship standards the above sampling ratio will be the same but will compare evidence across KSBs for each standard.

#### **6.0 New qualifications, standards, and newly appointed Tutors /IQAs**

When undertaking a new qualification, standard, or where tutors are newly appointed, IQAs should quality assure 100% of assessment decisions, in order to have confidence that judgements are consistent, and assessments are appropriate. Where an IQA is newly qualified, they will be mentored by an experienced IQA and 100% of their work will be countersigned for an agreed minimum period of not less than 3 months.

#### **7.0 Meeting external quality improvement requirements**

The IQA must:

- identify how internal assessments will be checked externally and the information needed for this purpose;
- plan, collect and analyse information on internal assessment decisions;
- agree the timing and nature of external verification arrangements;
- give supporting background information to external quality assurers about the assessment process;
- explain any issues raised by external quality assurers and give them supporting information as necessary;
- raise concerns and disagreements about external audit decisions in a clear and constructive way;
- refer any questions or concerns, which could not be dealt with internally, to the Quality Team Coordinator to raise with the awarding body;
- give tutors feedback on external verification decisions;
- ensure external verification decisions are included in internal reviews of procedures.

#### **8.0 Recording quality assurance activity**

Recording mechanisms/documentation should provide evidence that internal quality assurance has been carried out regularly and systematically and should show that it has occurred across learners, units, and tutors.

#### **9.0 Evaluation of procedures**

It is good practice to evaluate the reporting procedures regularly to ensure that the recording mechanisms are fit for their purpose and that the information recorded is appropriate and useful.

#### **10.0 Currency and security**

Records of all assessment and verification activity must be kept both current and secure and be made available only to appropriate personnel and for external verification purposes. The IQA will check as part of their quality assurance process that the learner has signed and dated their [Learner declaration of authenticity / portfolio availability statement](#) (QD/HL40) to confirm the work is that of the learners.

## **11.0 Quality Audits**

Quality audits are an integral part of the Service's robust and effective quality assurance framework. The regularity of each quality audit activity is agreed annually with the senior management team and are used to quality assure and support improvement across all aspects of service delivery including Adult and Young People's Learning. Outcomes of the audits will recognise areas of strengths and highlight good practice to be shared, as well as to identify those areas of weakness that require improvement. Actions developed to address any areas requiring improvement will feed into the ongoing quality improvement plan which is tracked and monitored through the performance management group.

## **12.0 Claiming Certification**

- For Customised Qualifications and National Qualifications: Following the final verification activity, it is the responsibility of the IQA to liaise with Hampshire Achieves Development Team Co-ordinator (Quality, Accreditation & Assessment)
- To ensure that all learner certification claim forms are completed accurately and signed. The Quality Team Development Officer and the Development Team Co-ordinator (Quality, Accreditation & Assessment) will claim the certificate/s according to the awarding body's procedures.  
An email advising learner completion is sent to Development Manager (Funding and Information) to record achievement on the ILR and EBS.

## **13.0 External Quality Assurance Visits**

### **13.1 Liaison with external quality assurer**

The IQA should liaise with the curriculum lead at Hampshire Achieves. The Quality team will maintain contact with the External Quality Assurer (EQA) appointed by the awarding body to arrange an appropriate number of visits to the Centre.

### **13.2 Awarding Body requirements**

All necessary information, portfolios of evidence, learner records, and internal quality assurance records must be made available to the EQA, and awarding body requirements must be met before, during and after the visit.

### **13.3 Issues and concerns**

Any issues or concerns that have been raised by learners, tutors or other centre staff that have not been satisfactorily resolved, should be raised with the EQA prior to the meeting, in order that these can be accommodated into the visit plan.

### **13.4 Sources of support**

Support for IQAs is available from the following:

- Hampshire County Council's Hampshire Achieves Service
- Awarding Body centre staff via Development Team Co-ordinator (Quality, Accreditation & Assessment)
- External Quality Assurers (via Development Team Co-ordinator (Quality, Accreditation & Assessment))

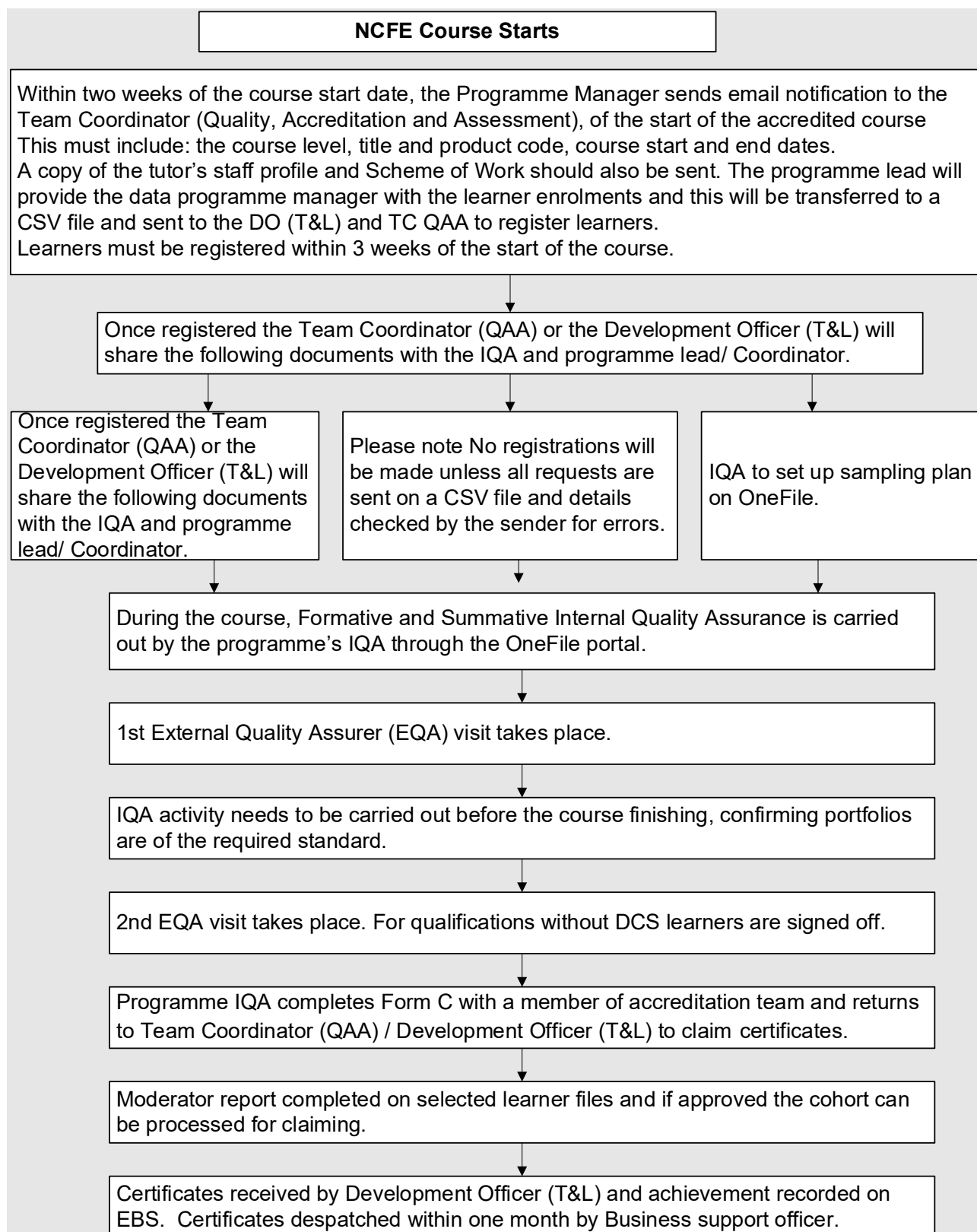


#### **14.0 Monitoring, Review & Audit**

The contents of all policy and procedures will be monitored regularly by Hampshire Achieves Performance Management Group (PMG). Policies and procedures will be kept updated in accordance with any mid-year changes in the law, regulations, or changes to the Services' provision, with updates approved by PMG. In addition, a cycle of internal policy compliance/audits defined by Senior Managers will provide the assurance of the overall effectiveness of the Services ethos, policies, and procedures, and will confirm operational effectiveness, and compliance with our own quality assurance framework and any relevant laws or regulations. HA will conduct comprehensive and effective monitoring of its policies, procedures, plans and practices through the collection and analysis of data.

## Appendix 1 Accreditation Process for NCFE Accredited Courses

The flow chart below shows the learner accreditation process for NCFE qualifications. If at any stage you have any queries or may be unable to meet a deadline, please contact the Development Officer (Teaching & Learning), Email: [Exams.Office@hants.gov.uk](mailto:Exams.Office@hants.gov.uk) or telephone 0370 779 3868.



## Appendix 2 NCFE Customised, Regulated and National Qualifications

Timing	What Happens?	Who is Involved?
Prior to the start of a course	To develop a new accredited programme the Curriculum manager completes a Customised Qualifications <a href="#">New Course</a> proposal form. The Quality Coordinator submits the proposed qualification to NCFE to gain approved status once approved the Quality Coordinator submits request for the new approved qual to be added to HA portfolio	Curriculum Manager Development Officer (Teaching and Learning) HA Team Co-ordinator (Quality, Accreditation & Assessment)
Prior to the start of the course	Curriculum team manager ensures that course and learners are set up on the EBS and identified as an NCFE accredited qualification or programme. Quality team register learners with the relevant awarding body portal	Manager / Development Officer (Teaching and Learning) HA Team Co-ordinator (Quality, Accreditation & Assessment)
Prior to the start of the course	Curriculum team manager appoints qualified Tutor Quality team coordinator appoints Internal Quality Assurer (IQA)	Manager / HA Team Co -ordinator (Quality, Accreditation & Assessment)
At the start of the course	Tutor and IQA meet to plan assessment plan and sampling stages	IQA Tutor
During the course	Assessment of learners' work. IQA monitors quality of provision and provides support and guidance to Tutors.	Tutor IQA
During the course	Portfolio of evidence compiled, paper-based or e-portfolio. Feedback to Tutor/Learner.	Learners Tutor/IQA
During the course	Record of Achievement / Evidence Log maintained.	Learners Tutor/IQA
During the course	Mid-course evaluation Learner voice activity	Quality Team Tutor Learner
During the course	Formative sampling. Feedback to Tutor. Standardisation meeting	IQA Tutor
At end of the course	Portfolios completed. Learners complete <a href="#">Learner declaration of authenticity / portfolio availability statement</a> and place the paper-based portfolio.	Learners Tutor
End of the course	Final assessment of learners' work Learner /Tutor feedback.	Tutor

<b>Timing</b>	<b>What Happens?</b>	<b>Who is Involved?</b>
Within 2 weeks of end of course	Summative sampling carried out. Feedback to Tutor.	IQA Tutor
Within 2 weeks of end of course	Learner achievement recorded on register. IQA will request NCFE Certificate Claim Form (Form C) from the Quality Team. Development Officer to send the Certificate Claim Form (Form C) to the IQA, IQA completes the claim form and returns to the Quality Team to process the claim. Quality Team claims the certificates.	Tutor IQA, Curriculum team coordinator Development Officer (Teaching and Learning) Team Co-ordinator (Quality, Accreditation & Assessment) Development Officer (Teaching and Learning)
End of course	Learner evaluation, end of course review carried out.	Tutor Curriculum Manager Quality Team
Quarterly Standardisation meetings	For Customised qualifications, moderation of portfolios and quality assurance of the standard of IQA activity will be carried out during planned standardisation meetings throughout the year.	Development Team Co-ordinator (Quality, Accreditation & Assessment) Development Officer (Teaching and Learning)
Within 8 weeks of end of course	Certificates issued by NCFE are received by the exam's office. The curriculum managers are alerted to their arrival.  An email advising learner completion is sent to Development Manager (Funding and Information) to record achievement on the ILR and EBS.	NCFE Development Officer (Teaching and Learning) Development Manager (Funding & Information) Curriculum Co-ordinator Business Support Team

## Appendix 4 Appeals Procedure

If a learner is dissatisfied with an assessment decision made by a tutor, they have the right of appeal. The main reasons for an appeal are likely to be:

- the learner does not understand why the assessment decision has been made because of lack of, or unclear, feedback from the tutor
- the learner believes the tutor has missed, misjudged, or misinterpreted some of the evidence put forward for assessment.

Where the learner does not agree with the assessment decision, the learner should advise the Centre indicating the points of disagreement with reasons and reference to the evidence in the portfolio.

There are 3 stages in the appeals procedure and each stage must be completed before proceeding to the next one. All learners who register an appeal will receive a formal reply (see appendix 7 for template).

### Stage 1

The learner appeals directly to the tutor who has carried out the assessment by completing the Learner Appeal Report. The tutor will advise the learner of the decision in writing within 10 working days.

### Stage 2

If the learner is not satisfied with the decision made in Stage 1, they can proceed to Stage 2 by appealing to the IQA. All learner appeals will be acknowledged and investigated to establish facts and evidence supporting the appeal. If an appeal is considered to be justified, remedial action will be taken. The IQA will discuss the appeal with the Moderator/Hampshire Achieves lead who will respond within 10 working days of receiving the learner's appeal.

### Stage 3

Learners who have exhausted Stage 1 and Stage 2 and are still not satisfied with the decision may proceed to Stage 3. This appeal must be in writing to the Awarding Body and must be accompanied by copies of all the documentation used in Stage 1 and Stage 2. The Awarding Body decision will be final.

## Appendix 5 Appeals Report

Learner Name:	Tutor Name:	IQA Name:
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### Stage 1 Tutor Decision

<b>Assessment Details</b>  Course:  Unit / Learning Outcome:  Assessment Method:  Original Assessment Decision:
Learner's Reason for Appeal:
Learner's Signature:  Date:

	<i>This column to be completed by Centre staff</i>
Tutor's Decision:    Signature:  Date:	Date Appeal received:  Date replied to Learner:  Signature:  Date:

Learner's Decision  I accept the tutor's decision <input type="checkbox"/> I wish to proceed to Stage 2 <input type="checkbox"/>  Signature:  Date:	Date reply received:  Date forwarded to IQA:  Signature:  Date:
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## Stage 2 IQA Decision

IQA Comments:	
IQA/Moderator Decision:  Signature:  Date:	Date Learner informed:  Signature:  Date:
Learner Decision  I accept the IQA decision <input type="checkbox"/>  I wish to proceed to Stage 3 <input type="checkbox"/>	Date reply received:  Date forwarded to Awarding Body:  Signature:

## Stage 3 Awarding Body Decision

Awarding Body Decision	
Date Appeal Decision received:  Date Learner informed:	Name:  Signature:  Date:
Learner Response  I have received the decision of the Awarding Body.  Signature:  Date:	Date reply received:  Signature:  Date: