INTERNAL QUALITY ASSURANCE POLICY

1 - Introduction and Aim

1.1 - The Aim of Internal Quality Assurance

It is essential that Projecting Success have quality assurance systems in place to ensure all assessment is fair, consistent and meets both Projecting Success and national requirements. This policy has been designed to promote quality, consistency and fairness throughout all assessment and internal verification activities. It aims to ensure that standards of assessment are maintained over time. This document is applicable to everybody involved in assessment, administration, management, verification and moderation of all Projecting Success qualifications.

Internal Quality Assurances proposes to:

- Operate from established verification policy and procedures that are reviewed where required in line with the centre's quality control arrangements.

- Ensure the internal quality assurance process links to continued professional development for all members of the assessment and L&D team.

- Ensure that the L&D team understand and follow all centre policies and procedures.

- Ensure Projecting Success embeds equality and diversity throughout the internal quality assurance process and assessment activities.

- Ensure quality through accurate and effective assessment of all learners.

- Monitor and ensure consistency of assessment outcomes through appropriate interpretation of specific qualifications and/or national requirements.

- Review and evaluate the quality and consistency of assessment at different stages of the assessment process.

- Maintain accurate and current records of internal quality assurance and moderation.

- Standardise all components of the assessment process where appropriate.

- Carry out continuous improvement and standardisation activities to ensure all corrective actions, along with best practice guidelines, are shared and complied with. These may be identified as a result of:

    - Internal Quality Assurance (IQA) feedback

    - External Quality Assurer (EQA) feedback

    - Self-assessment

    - Audit of files

    - Analysis of employer surveys

    - Analysis of Apprentice feedback

    - Analysis of achievement rates

2 - Internal Quality Assurance Interventions

The following Internal Quality Assurance interventions aim to ensure the consistency of assessment across all tutors:

- Sampling of tutors decisions and associated paperwork.

- Observation of assessor performance.

- Observation of teaching, learning and assessment (refer to separate policy).

- Apprentice interviews (MS Teams Calls, MS Forms Surveys and Analysis, Standardisation Activities via monthly Quality Meetings and any other relevant meetings.

3 - Sampling

The Internal Quality Assurance (IQA) strategy is in place to ensure the quality of assessor judgements at interim and summative stages. This includes reviewing learner portfolios; checking the planning, review process, feedback given to learners and organisation of portfolio, to enable the Internal Quality Assurer (IQA) to evaluate the quality of formative guidance on assessment and to identify any development issues at an early stage. It will pick up any individual tutor needs as well as help to develop the assessment team as a whole.

3.1 - Weighting Scale

A weighting system is used which is indicative of the quality standards that are reached by individual tutors over a period of time. Our system is standardised across the centre.

1. Novice Tutor - 75% sampling and a minimum of 6 observations of assessor performance per contract year to cover IAG, review and assessment practice.

2. Newly qualified Tutor - 50% sampling and a minimum of 3 observations of assessor performance per year to cover IAG, review and assessment practice.

3. Qualified Tutor/New to Projecting Success - 25% sampling and a minimum of 2 observations of assessor performance per contract year to cover IAG, review and assessment practice.

4. Qualified Tutor and past probation period (6 months) - 10% sampling and a minimum of 2 observations of tutor performance per contract year to cover IAG, review and assessment practice.

In the case of Functional Skills all assessments are subject to internal verification (unless externally marked).

4 - V.A.C.S

4.1 – What is V.A.C.S ?

Internal quality assurance activities will take place throughout the period of assessment using the V.A.C.S. system to ensure evidence in portfolios is:

Valid	Relevant to the standards for which competence is claimed.
Authentic	Produced by the candidate and is all their own work.
Current	Sufficiently recent for assessors to be confident that the same level of skill, understanding or knowledge exists at the time of claim.
Sufficient	Meets in full all of the requirements of the standards over time.

4.2 - Sampling Plans and Feedback

There needs to be a clear plan of sampling which includes feedback that is specific to each learner. IQA's will detail what is being done well along with what is needed to improve. This must be tracked to ensure compliance.

Sampling plans must be used by the IQA to identify progress by learners. For e-portfolio sampling, IQA feedback is recorded directly on to the e-portfolio system.

5 - Certification and External Verification Process

Achieved/completed portfolios are the responsibility of the L&D team as a whole. They will be kept by the Centre in the learners e-portfolio system OneFile and put into Archive once certification is received. All apprentices are able to download their full portfolio of evidence at anytime during or at the end of the learner journey.

6 - Management of the Internal Quality Assurance Process

Overall responsibility for the Internal Quality Assurance Process lies with Projecting Success' Director of L&D who will co-ordinate with members of the L&D team to carry out the day-to-day function of the processes.

7 - Appeals and Disputes

Projecting Success recognises the importance of establishing a mechanism by which individual tutors can raise an appeal so that disputes can be resolved at the earliest possible opportunity.

If the tutor feels that they have been treated unfairly during IQA sampling or during an OTLA, or that the written observation does not reflect the session observed, then they have the right to appeal.

8 - Monitoring of Development Needs

The tutor's line manager is responsible for ensuring that an tutors development needs are addressed and any subsequent targets/actions are met. They will monitor the process and clarify how they intend to support the tutor's development needs.

The entire L&D team have a responsibility to maintain their Continuous Professional Document (CPD) as per the **Personal Development Plan Policy**.

Countersigning will be built into the Internal Verification Process where the L&D Director deems necessary to ensure novice tutors and IQA's have all of their assessment/internal verification decisions countersigned on a regular basis, with appropriate feedback being given.

IQAs will be supported by Projecting Success' L&D Director who will monitor adherence to quality standards.

9 - Monitoring and Review of the Internal Quality Assurance Process

Projecting Success' L&D Director and the L&D tutors/quality assurers are responsible for ensuring that this policy and associated processes and procedures are followed for all tutors and that it is reviewed for effectiveness on a regular basis.

Apprentice and employer feedback, to be analysed on a monthly and quarterly basis. This ensures that the apprenticeship programmes meet the needs and interests of the Apprentice as well as meeting the needs of employers. The feedback will be shared across L&D in order to strategise where key improvements can be made from IAG and throughout the Apprentice journey. This also assists the L&D team to inform Projecting Success' self-assessment report and shape quality improvement plan.

Version History				
Date	Version	Details of Change	Revision By	QA
24/03/2023	4	- Numerous terminology changes, such as changing 'Assessor' to 'Tutor' - Included our standardised approach to quality assurance - Updated Formatting - Added version control	Vicky Emerson	