



QUALITY ASSURANCE POLICY FOR THE DELIVERY OF QUALIFICATIONS

May 2023

Responsibility	Head Teacher
Date of next review by	October 2024

Signed: /
Chair of Governors

Date: 2/5/23

Signed:
Head Teacher

Date: 2/5/23

Internal Quality Assurance – a definition

Internal Quality Assurance is a process undertaken to ensure that assessment decisions are accurately judged against the appropriate standards and to ensure that assessment decisions are consistent across the qualifications and assessors/tutors. It is to ensure that systems are in place within an organisation to support the standardisation of assessment practices and enable early detection of irregularities.

- Accurate and up to date records of assessment and internal quality assurance will be retained.
- The internal quality assurance records provide an audit trail of the assessment and quality assurance process.
- These records will be required for quality assurance monitoring and External Quality Assurance purposes and will be retained **for not less than 12 months from the submission of the claim for certification or longer depending on board requirements.**
e.g. NOCN require a 3-year retention of learners' portfolios and a 7-year retention of key data and IQA documentation.
- For internal appeals about internal assessments decisions, see the policy on Internal Appeals.

AIMS

The aim of this policy is to ensure that:

- IQA practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- IQA procedures are fair and open
- accurate and detailed records are kept of internal verification decisions

The centre will:

- ensure that an IV is appointed for each subject area (for BTEC; is registered with Pearson and has undergone the necessary standardisation processes)
- ensure that tutors/assessors and IVs are trained in the requirements for current Internal Verification procedures
- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutors/assessors
- create an annual plan of IQA in relation to all assessment activities
- define, maintain and support effective IQA roles, including the provision of training where required
- provide standardised documentation to support IQA activities and record-keeping
- ensure all records are held securely
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures.

Key staff involved in the conduct of examined and non-examined assessments:

- Head of Centre – Mr Simon Stevenson
- Deputy Head Teacher, Lead IV & Quality Nominee - Mr Andrew Phillpots
- SENDCo – Mr Andrew Lloyd
- Director of Lifelong Learning – Mr Lewis Thomas
- Exams Officer and IV – Mrs Elizabeth Milroy

AP has completed the Level 4 Certificate in Leading the Quality Assurance of Assessment Processes and Practice. EM is working towards this qualification.

Policy Focus:

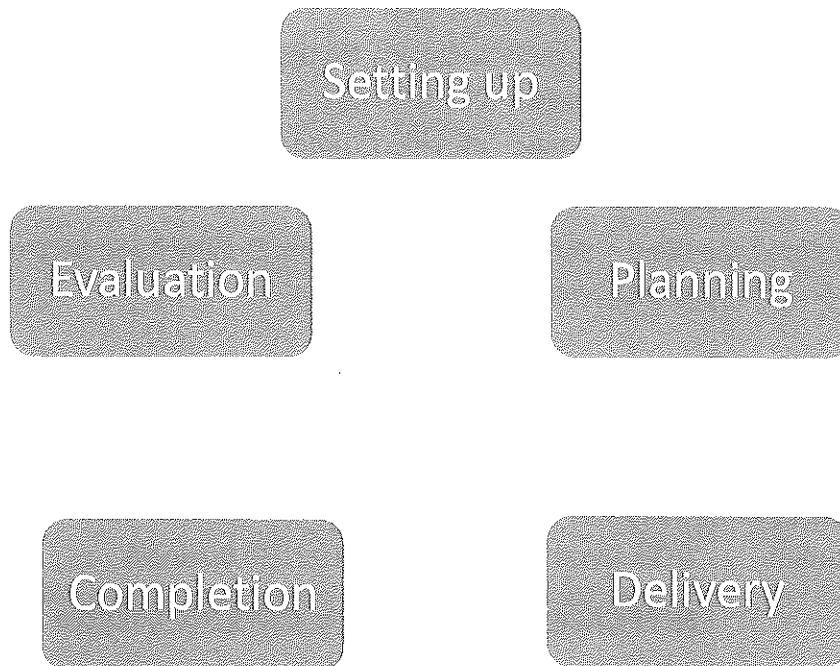
This policy relates to the delivery of vocational and entry level qualifications at The Aspire Academy. In 2023 these qualifications are:

Business Studies	NCFE Level 1/2 Technical Award in Business
Childcare	NCFE CACHE Level 1 Award in Caring for Children
Construction	Pearson BTEC Level 1 Introductory in Construction
Food and Cookery	NCFE Level 1/2 Award in Nutrition and Health BTEC Level 1/2 Award in Home Cooking Skills
Financial Education	LIBF Level 1 Lessons in Financial Education Award (LiFA)
Motor Vehicle	NOCN Level 1 Certificate in Vocational Studies (Motor Vehicle)
Music	OCNLR Level 1 Certificate in Progression (Music)

Examined/Assessed subjects (with moderated element)

English	Pearson Functional Skills English Level 1 Speaking, Listening & Communication Pearson Edexcel Functional Skills Entry Level Speaking, Listening & Communication
Maths	Pearson Edexcel Functional Skills Entry Levels and Level 1
Sport	OCR Level 1/2 Cambridge National Award/Certificate in Sport Studies

The Quality Assurance Cycle



Setting Up

- Course agreed as part of the school's Curriculum Plan
- Budget agreed
- Resources in place
- Targets reviewed/set for new academic year
- Policies and Procedures reviewed
- Internal Quality Assurance (IQA) systems set up/reviewed
- Any External Quality Assurance (EQA) reports reviewed and an action plan devised as appropriate

Planning

- Approval to offer the course gained from the Examination Board
- Staff training for teaching and assessing planned as appropriate
- Principle is that tutors/assessors should be a minimum of "one above" the level of the learners in that qualification e.g. at least qualified to Level 2 if delivering a Level 1 course
- Learner interviews and induction to qualifications take place to create group lists
- For existing programmes – resources are reviewed
- Plan for IQA activities is put in place, including a sampling plan
- Learners are registered on courses

Delivery

- Team meetings/meetings with Exams Officer/Lead Internal Verifier (EM & AP) and Quality Nominee (LT) take place according to the IQA Plan
- Staff development (CPD) is ongoing
- Observations and work trawls take place and are recorded
- IQA monitoring activities take place – sampling plan (needs to be flexible because of the turnover in the cohort) and are recorded
- Standardisation activities take place and are recorded
- Liaison with awarding bodies as required and any information received by the EO and QN is shared immediately
- Student surveys are used to monitor learning
- Reviews of learners' progress takes place
- Staff appraisals take place

Completion

- Learner surveys are completed and analysed
- Final standardisation takes place
- Summative IQA takes place
- Marks are submitted to awarding bodies
- EQA moderation takes place via postal sample or visit from moderator
- The assessor will re-assess pupil work in light of EQA comments (it may be necessary for the pupil to do some additional work) and it should be checked again by the IQA
- Any recommendations are processed immediately and re-submission takes place
- If any appeals or complaints occur, they are processed promptly and according to the school policy
- The final decisions on appeals rest with the exam board

Evaluation

- Achievement data is compared to targets and data from previous cohorts
- Destination of learners' data is collected and analysed
- Team meetings take place to review the programme
- EQA reports are analysed and an action plan agreed

The IQA Process

- IQA needs to be proactive rather than reactive, with interim sampling taking place
- Expect to see constructive and developmental feedback from assessors to learners
- Should also be constructive and developmental feedback from Lead IV to assessors
- Learner feedback should form part of the process and students should be encouraged to sign their work
- The process should safeguard the confidentiality of learners but should also be transparent and accountability should be clear

Sampling

- The Lead IV will create a sampling plan for all of the relevant courses
- Sampling will take place on an interim and summative basis
- Standard plan of termly sampling
2 x interim + 1 x summative
- The key principle is that all units and all assessors will be sampled (not necessarily all learners) during the running of the courses
- Risk factors e.g. new course or inexperienced teacher/assessor to be considered
- To include focus on learners' feedback
- Where required, the assessor will re-assess pupil work in light of IQA comments (it may be necessary for the pupil to do some additional work) and it should be checked again by the IQA prior to final submission
- The Aspire Academy does not use home produced standardisation documents as each awarding body has a preference for their own

IQA Activities

- Sampling of assessed work against the success criteria from the exam board
- Checking of the accuracy of assessors' marking against the success criteria
- Scrutiny of assessment records
- Observation of assessors' practice
- Checking assessors' feedback to learners
- Monitoring feedback from learners
- Formal meetings/forms to give feedback to assessors
- Organize standardisation activities
- Prepare for EQA visits

IQA Documentation

All awarding bodies have their own documentation and differ slightly in approach, but typically the following documents are required:

- A range of centre policies
- IQA Records of the personnel involved
- IV of the assignment briefs
- A Scheme of Work for the qualification/Plan of Assessment Cycle
- A Sampling Plan for the qualification
- Records of the Sampling of Learners' work
- Records of Internal standardisation meetings
- Records of feedback from assessors to learners
- Records of feedback from IV (Lead IV) to assessors

In addition, there may also be

- Report from previous EQA
- An Action Plan based on recommendations from the previous EQA

1 Quality Management

- Policies and procedures are in place to ensure that pupil and staff needs are addressed.
- Adequate resources and systems are in place to support qualification delivery.
- Systems are in place for management of collaborative arrangements.
- There is compliance with exam board policies and procedures.
- Effective communication systems are in place internally and with exam board.

2 Staff Development, roles and responsibilities

- The Aspire Academy provides appropriate training and staff development, guidance and support. (See CPD Policy)
- Staff undertake exam board training as appropriate - please note that staff new to the qualification will attend the subject specific agreement induction
- The Aspire Academy retains staff development records.

3 Internal Assessment Arrangements

- Pupils are provided with advice and support.
- Pupils receive an induction for the qualification.
- Systems are in place to ensure validity and authenticity of candidate work.
- Appropriate assessment documentation will be used.
- Systems are in place for recording and reporting accurate assessment.
- Confidentiality and security of assessment materials assured.
- Confidentiality and security of data is assured.
- Internally assessed work is submitted to exam boards within agreed deadlines.

4 Internal Quality Assurance Arrangements

- An Internal Verification strategy is used and reviewed at least annually to ensure processes and systems are current, relevant and effective.
- Arrangements are in place for internal quality assurance to take place – for both formative and summative sampling.
- Roles and responsibilities in assessment and internal quality assurance are clear.
- Up to date records of internal quality assurance are retained.
- Internal quality assurance procedure is reviewed and amended as appropriate.
- Arrangements are in place for actions resulting from external quality assurance.

Roles and Responsibilities in the Assessment and Internal Quality Assurance Process

The Examinations Officer/Internal Verifier is the person responsible for ensuring that the management, administration and quality assurance systems for the qualification are appropriately maintained.

He/she will ensure that:

- The management, co-ordination, assessment and internal quality assurance procedures are implemented effectively across the centre;
- There is regular contact with staff responsible for the internal quality assurance;
- Appropriately qualified and trained staff are involved in the assessment and internal quality assurance processes;
- Assessors and staff involved in internal quality assurance are familiar with assessment criteria that they are assessing and are supported and guided in their role;
- Assessors and staff involved in internal quality assurance are familiar with the exam board recording systems, documentation and procedures for assessment and internal quality assurance;
- Pupils and assessors are notified of assessment dates including dates of external quality assurance;
- All correspondence between exam board and the centre is disseminated promptly to all relevant people;
- Registrations and entries procedures for each exam board are followed and this is communicated to assessors and staff
- Exams are implemented as required by JCQ standards
- Monitoring and visiting arrangements as required by exam board are managed and coordinated.

The Aspire Academy will retain the following records:

1 Completed assessment records

The centre will use appropriate exam board assessment documentation as required by the relevant qualification e.g. Portfolio Evidence Assessment Record.

2 Completed internal quality assurance records

There will be a record of the following as a minimum requirement for internal quality assurance:

- ✓ Candidate name and signatures
- ✓ Title and level of qualification
- ✓ Name of assessor
- ✓ Name of internal moderator
- ✓ Dates of all assessments and outcomes
- ✓ Dates and outcomes of standardisation meetings
- ✓ Dates and outcomes of internal quality assurance
- ✓ Actions resulting from internal quality assurance
- ✓ Certification claims

Quality Nominee

The Quality Nominee is responsible for:

- Planning and carrying out an induction with each pupil at the beginning of the course being undertaken

The Role of the Assessor

The Assessor(s) is responsible for:

- Fully briefing the pupil on the assessment process and ensuring that they are aware of their responsibility in the collection and presentation of portfolio evidence;
- Following assessment guidance provided by the exam board and the school;
- Taking part in all portfolio standardisation activities;
- Providing candidates with prompt, accurate and constructive feedback;
- Assessing pupils' evidence and recording assessment decisions;
- Ensuring all success criteria are met and evidenced within the portfolio and dates and signatures are in place to validate the evidence provided by the pupil
- Ensuring the evidence produced by the candidates is valid, authentic, current and sufficient
- Ensuring that all candidate records and centre documentation are completed in accordance with exam board requirements;
- Ensuring all assessor records are completed and in place in portfolios prior to internal quality assurance
- Ensuring the confidentiality of candidate records.

Related Policies:

Access to Fair Assessment Policy

Assessment Policy for Vocational Subjects

Controlled Assessment Policy

Examinations and Appeals Policy

