



# Assessment & Internal Quality Assurance Policy

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## Policy statement

For the purpose of clarity, the term "B2W" refers to the family of B2W Group organisations – Back to Work Complete Training, Just IT, BePro and ECTA.

## Internal Quality Assurance

Internal Quality Assurance (IQA) is the process of monitoring assessment practice in order to ensure that assessment decisions meet national standards. It provides a continuous check on the consistency, quality, and fairness of marking, grading and overall assessment of learner's work. Its purpose is:

- To ensure that all learners are fairly, accurately, and regularly assessed in a consistent manner.
- To meet and exceed the requirements placed upon B2W by external awarding bodies and prime partners.
- To ensure that valid assessment decisions are reached for all our learners and that external requirements are fully met.
- To support staff in their assessment activities by affording them the opportunity to receive critically supportive comments on the assessment decisions reached.

### 1.1 Scope

This policy relates to Pre-employment training, Distance Learning and Apprenticeship Provision.

- For the purpose of this policy, the term IQA encompasses all forms of activity that check and validate assessment. It may be implemented through the systems of quality assurance as required or laid down by examining or awarding bodies; or it may occur through shared observation of learner activities, second marking of learners' work, or team grading/assessment of learners' work.
- Any task, activity, essay, or project that contributes to the learners' final achievement in a vocational area, academic subject, or functional skill will fall within the scope of this policy.

### 1.2 Responsibilities

All staff have a responsibility to give full and active support for the policy by ensuring:

- The policy is known, understood, and implemented.

### **1.3 Actions to Implement and Develop Policy**

- Every programme with work that is internally assessed, and which contributes to the final assessment outcome of a learner must carry out internal quality assurance.
- Appropriately qualified staff must carry out all internal quality assurance. Where a trainee internal quality advisor undertakes quality assurance for accredited programmes, this must be verified by a qualified IQA and countersigned in line with awarding body requirements.
- Each programme must have identified members of staff who will verify or standardise the assessments for that particular programme.
- IQA must be carried out continuously throughout the year. In addition to this, each programme will identify appropriate periods of time when IQA takes place. These times will be included in a course calendar, which each course must have in place in either the IQA file or coursefile.
- Any evidence that is produced must meet the requirements of the awarding bodies and B2W's related quality assurance policies and procedures.
- The evidence must be recorded on appropriate documentation, which considers the requirements of awarding bodies and B2W's quality assurance policies and procedures.
- Internal quality assurance must take place before assessment decisions are finalised and notified to learners and certification is requested.
- Evidence that IQA practice has taken place must be available for each course and qualification for monitoring by the Quality Team / Lead IQA.
- Internal monitoring of IQA activity will be carried out via Quality team/ Lead IQA.
- Records of IQA must be kept in a secure location and accessed by staff authorised to do so.
- All IQA or moderation must be in line with current awarding body recommendations.
- Sampling must be across all assessors, tutors and skills coaches, all types of evidence, and all learners including plans, reviews, and records in addition to learner evidence.
- IQAs must attend standardisation meetings and maintain a current continuous professional development file.
- The specific awarding body, OFQUAL, and CASS guidelines must be followed in relation to certification.

## 1.4 Monitoring and Evaluation

- This policy will be monitored by the Quality Team /Lead IQA and through established quality audit procedures.

## 2.0 Assessment

B2W recognises that assessment is a key part of the teaching and learning process. In that outcomes of assessment not only determine learner achievement but provide information that guides both learners and staff in the ongoing improvement of teaching and learning. B2W aims to ensure that learners experience high quality assessment practices.

### 2.1 Statement of Principles

B2W will provide an environment where:

- Assessment is **fair** in that learners are entitled to parity of treatment and comparative assessment demands across courses of the same level relevant to the awarding body. All off-site and remote learners will have the same amount of opportunities as classroom based learners, to ensure the equal access to assessment for all.
- Assessment is **reliable**. This requires clear and consistent processes for the setting, marking, grading and internal verification of assignments.
- Assessment is **valid**. Validity ensures that assessment tasks and associated criteria will effectively measure learner attainment of the intended learning outcomes.
- Information about assessment will be **explicit and accessible**. Clear, accurate, consistent, and timely information on assessment tasks, assignments and procedures will be made available to learners, assessors, placement providers, employers, and external verifiers/examiners.
- Assessment recognises and respects **equality and diversity**. Inclusive and equitable assessment will ensure that tasks and procedures do not disadvantage any group of individual.
- Assessment is **relevant** to the programme aims and outcomes.
- The amount of assessed work is **manageable**. The scheduling of assignments and the amount of assessed work required provides a reliable and valid profile of achievements without overloading learners.

- **Formative and summative** assessment is included in all programmes to ensure that the purposes of assessment are adequately addressed. Main programmes will also wish to include diagnostic assessment.
- **Feedback** is an integral part of the assessment process. Learners are entitled to feedback on all submitted assessment tasks. The nature, extent and timing of feedback should be clear in advance.
- Each programme includes a **variety of assessment** types to allow a range of learning outcomes to be appropriately assessed. In addition, varied assessment tasks support a range of learning styles and ensure that accessibility is planned for and addressed.

### 3.0 Responsibilities and Duties

- All assessors, tutors and skills coaches have a responsibility to ensure the successful implementation of the assessment policy and associated procedures and guidelines. Assessors have the primary responsibility for implementation of assessment, reflecting the nature of the subject.
- Assessors have the responsibility to design and implement assessment in ways that encourage and promote effective learning, and that measure learner achievement effectively with reference to state intended learning outcomes. To make reasonable adjustments to the design and conduct of assessment to meet the needs of learners with special educational needs and disabilities and to provide constructive and developmental feedback on assessed work. Assessors have a responsibility to update their knowledge and skill and attend training and development.
- Assessors have a responsibility to ensure assessment as part of Recognition of Prior Learning (RPL) is a structured process for gathering and reviewing evidence and making judgements about learners' prior learning and experience in relation to unit standards. Assessment must be valid and reliable as the learners' own unaided work.

#### **They will also be responsible and accountable for:**

- Managing the teaching learning and assessment planning, through to making and recording assessment decisions, as required by the awarding body.
- Providing guidelines to learners to ensure their work is not plagiarised or produced by Artificial Intelligence.
- Assessing evidence of learner's knowledge and understanding against the standards of the qualification.
- Attending a minimum of two mandatory standardisation meetings per year.
- Assessing and providing timely feedback for all areas of provision.

In order to monitor and assist with the quality of the above the Quality Team, including TLA Leads, Lead IQA and the IQAs will:

- Ensure all trainers hold the appropriate qualification.
- Examine work practices and the assessment process during standardisation meetings and routine sampling.
- Plan strategies and actions required for improving and maintaining quality of assessment.

### **RPL – Recognition of Prior Learning**

RPL enables recognition of prior learning for learners who have already attained knowledge and expertise needed to meet the standards in the assessment criteria for the qualification which they are studying. Learners are required to demonstrate already attained knowledge through:

- employment
- in relevant voluntary work or leisure activities
- in education or training e.g. adult education courses or in-company training
- from independent or previous study in a college or university
- from other commitments or activities e.g., care situation or involvement in a family business.

Assessment & moderation must take place of these activities for the unit and qualification RPL is being accredited for to confirm learner's competency. Various assessment methods can be used, such as witness statements, oral, written questions etc, to confirm competency.

All evidence for RPL must be:

- authentic
- reliable
- current
- valid
- sufficient

Assessors must be competent in the subject area to make these assessment decisions.

A robust IQA policy must be followed ensuring that assessors have observed awarding body guidance and policies for RPL.

When claiming certificates appropriate awarding body process and paperwork must be followed to ensure the correct assessments judgements have been made. B2W will maintain all records which verifies achievement in line with awarding body policies .

### **2. Internal Quality Assurance.**

Internal Quality Assurers (IQAs) will be responsible and accountable for operating explicit and documented internal verification procedures to ensure:

- The accuracy and consistency of assessment decisions between the tutors, skills coaches, and assessors.
- The tutors, skills coaches, and assessors are consistent in their interpretation and application of the standards contained within the qualification.

### The IQAs will manage this by:

- Maintaining up to date records of the internal quality assurance and sampling activity and ensuring they are available for external quality assurance purposes.
- Completing regular sampling of evidence of assessment decisions of all skills coaches, assessors, and tutors in order to monitor and ensure consistency, including direct observation of assessment practices with each.
- Monitoring and supporting the work of the skills coaches, tutors, and assessors within their nominated area.
- Ensuring any corrective actions required by the awarding body are implemented within the agreed timescales.

Internal Quality Assurers moderated by external quality assessors /examiners have the primary responsibility for assuring the effectiveness of assessment.

### 3. IQA Sampling Strategy

The internal quality assurer will undertake internal quality assurance activity for all trainers, all units and all assessment methods being used.

The sampling strategy will be based on the RAG risk rating of trainers/assessors. The following will apply:

A minimum of 25% sampling for green trainers. A minimum of 50% sampling for amber trainers and 100% sampling for red trainers.

#### 2.1 Work Scrutiny/IQA Reports

The objective of work scrutiny is to review and assess the standard of learner work and tutor assessment, forming part of the overall judgements in the quality of teaching, learning and assessment at B2W. This is the joint responsibility of IQAs and TLA Leads as work scrutiny takes place holistically as part of IQA sampling processes, and on an individual basis by TLA Leads when required.

Each tutor receives a detailed IQA report and action plan, including a RAG rating from the IQA and work-scrutiny exercise. During this sampling process, the IQA will provide guidance that is not limited to, the meeting of assessment criteria/learning outcomes, level of content, action/command verbs, SPaG, technical vocabulary, standard of feedback and feedforward, individualisation based on learner support and challenge needs, use of group profile, learner progress over time, development of behaviours and attitudes IAG.

To quality assure assessment practice at B2W Group, if an assessor **does not make improvements over a 3 month** period where quality support and IQA support has occurred a meeting will be arranged with the Head of HR, the Head of Quality & the relevant Head of Department to initiate a capability procedure.

Refusal to carry out reasonable recommended actions from assessment activity may result in either disciplinary or competency action and initiate relevant formal procedures dependent upon the nature of the underperformance.

### RAG Rating Parameters

RAG Rating	Criteria
	<ul style="list-style-type: none"> <li>• Feedback and feedforward (formative and summative) are of a high standard, detailed and individualised to support and challenge learners based on starting points and development throughout the programme.</li> <li>• It is evident that the learners’ knowledge and skills have developed over time and learners have progressed sufficiently based on their individual capabilities and potential.</li> <li>• SPaG is consistently identified and feedback provided with actions set for improvement and there is evidence that learners’ English skills have improved.</li> <li>• There is strong evidence of feedback that develops and promotes wider learning skills (soft skills, personal development) and British Values/E&amp;D/Prevent/Safeguarding where relevant.</li> <li>• Learners use and/or are encouraged to use technical terminology where relevant.</li> <li>• There is strong evidence of feedback that provides suitable careers IAG where relevant.</li> <li>• Communication between the assessor and tutor is good (where relevant).</li> </ul>
	<ul style="list-style-type: none"> <li>• Feedback and feedforward (formative and summative) are provided, with some individualisation to support and challenge learners.</li> <li>• It is evident that the learners’ knowledge and skills have developed over time.</li> <li>• SPaG is identified and feedback provided with actions set for improvement.</li> <li>• There is some evidence of feedback that develops and promotes wider learning skills (soft skills, personal development) and British Values/E&amp;D/Prevent/Safeguarding where relevant.</li> <li>• There is some evidence of feedback that provides suitable careers IAG where relevant.</li> <li>• There is some evidence of communication between the assessor and tutor (where relevant).</li> </ul>
	<ul style="list-style-type: none"> <li>• There are significant issues with the marked learner work (Criteria not being met, authenticity of evidence, plagiarism etc.)</li> <li>• Feedback to learners is limited and brief, not including any feedforward, challenge or developmental and as a result the learner has not progressed as well as could be expected.</li> <li>• The learners initial starting points have not been taken into consideration and/or are not available.</li> <li>• It is not evident that the learners’ knowledge and skills have developed over time and learners have not progressed sufficiently based on their individual capabilities and potential.</li> <li>• SPaG has not been identified or feedback provided with actions set for improvement and there is little or no evidence that learners’ English skills have improved.</li> <li>• There is no evidence of feedback that develops and promotes wider learning skills (soft skills, personal development) and British Values/E&amp;D/Prevent/Safeguarding where relevant.</li> <li>• There is no evidence of learners using or being encouraged to use technical terminology where relevant.</li> </ul>



- There is no evidence of feedback that provides suitable careers IAG where relevant.
- Communication between the assessor and tutor is poor or not evident (where relevant).

**The Lead IQA will:**

Monitor the process by observations of IQAs quality assurance activity. This will include:

- Joint Observation of IQA’s practices.
- Sampling IQAs quality assurance decisions- sampling assessment decisions and checking feedback to ensure it shows evidence that positive developmental progress is taking place.

The centre will adopt the ILM **CAMERA** rationale, shown below, when putting in place sampling plans.

<b>C</b>	Candidates/Learner s	Ethnic origin, gender, employed full time /part time, support requirements.
<b>A</b>	Assessors/Trainers	Experience, qualifications, workload, occupational experience, location, CPD, evidence of countersigning unqualified assessors.
<b>M</b>	Methods of assessment	Questioning, observation, RPL, product evidence, professional/guided discussions, assignments, projects, reflective reviews, oral presentations.
<b>E</b>	Evidence types	Written confirmation that the evidence is valid, authentic, current and sufficient, problem areas, special requirements
<b>R</b>	Records	Reports from Trainers , correct assessment practice, internal quality assurance records, learner portfolios and files.
<b>A</b>	Assessment locations	Workplace assessments, other assessment locations.

- The Director of Quality and Performance has responsibility for monitoring assessment procedures and standards across the B2W Group.
- The Director of Quality and Performance has responsibility, for setting and agreeing actions to ensure the Policy is implemented.
- The Managing Director has overall responsibility for creating an ethos and environment that reflects the policy.

## Explanation of Key Terms

RPL	Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether learners can demonstrate that they can meet assessment requirements for a unit through knowledge, understanding, or skills they already possess and so not need to develop through a course of learning.
Reasonable adjustments	Reasonable adjustments provide, learners with special educational needs or disabilities with the same opportunity as their peers to demonstrate achievement of learning outcomes
Formative assessment	Formative assessment is designed to provide learners with feedback on progress and inform development, but not contribute to overall assessment
Summative assessment	Summative assessment provides a measure of achievement or failure of a learner's performance in relation to the intended learning outcomes
Diagnostic assessment	Diagnostic assessment provides an indicator of a learner's readiness for a programme and identifies possible learning difficulties