



Internal Quality Assurance Policy/Strategy

Internal Quality Assurance Handbook

<p>Responsible person Susan Feltham Quality Assurance Manager</p>	<p>Revision Date: 24/11/2023 Next Review Due: 01/11/2024</p>	<p>Rev. No. 13</p>	<p>Reviewer's Signature: </p>
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Internal Quality Assurance Policy/Strategy

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Internal Quality Assurance Policy/Strategy

Intent:

TheLightBulb are committed to providing an exemplary standard of teaching and assessment across all funding streams delivered. Our focus is on the provision of relevant and flexible quality training programmes and assessment that has been designed to suit the needs of individual learners. The centre has a structured quality assurance system in place, driven by a team of Internal Quality Assurers (IQA's), to ensure that all assessment is fair, reliable, consistent and conforms to all awarding and regulatory organisation requirements. The company strives to support LDMs, Trainers, and Internal Quality Assurer's to guarantee that the needs of Learners are met, and that good working practice is reflected in their work.

The Internal Quality Assurance is integral to all quality assurance within the company and Awarding Body guidelines. Internal Quality Assurance (IQA) is the process of monitoring the teaching, learning, and assessment activities that a learner at TLB will undertake. This is carried out by an internal member of staff. This internal member of staff is called the Internal Quality Assurer (IQA).


Implementation:

The IQA's, LDMs and Trainers will be provided with access to assessment and quality assurance tools through Learning Assistant, and the VPN.

These will ensure:

- The quality of the learner journey and monitor the quality of assessment judgements.
- Support with individual learner progress and concerns and ensure consistent and reliable assessment judgements are made across a provider.
- Standardisation of teaching, learning and assessment and highlight any problems, trends, and development needs of staff.
- Meeting the requirement for the awarding body and ensure all procedures and policies within TLB are adhered to and maintained by staff.

Internal Quality Assurance feedback will be provided on an ongoing basis. Each LDM and trainer will be judged by the IQA on their practice in assessment, teaching and learning through verification of assessment and observation.

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The IQAs will work closely with the Quality Manager to ensure that the company works within all the quality assurance frameworks, and to this end it is important that TLB Management ensure that all LDMs, trainers, and Internal Quality Assurers are occupationally competent and are up to date about current best practices. TLB is passionate about staff development and will support the development of staff to achieve their IQA Award.

This strategy contains reference to the resources needed for all IQA processes for the funding streams delivered by TLB and specified by the awarding bodies.

Assessment and Internal Quality Assurance Criteria:

TLB is committed to providing valid and reliable assessments, and effective internal quality assurance plays a vitally important role in achieving and maintaining the required quality of assessment practice. For that reason, TLB have adopted and implemented the criteria listed in this section across all qualifications and/or assessments.

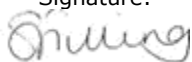
Assessment criteria:

TLB have appointed LDMs and Trainers to carry out centre assessment, and they are responsible and accountable for:

- managing learning assistant from assessment planning to recording assessment decisions against qualifications and/or assessments.
- assessing evidence of Learner competence/capability against qualifications and/or standards, assessment criteria or mark schemes.
- ensuring that learner's evidence is valid, authentic, and sufficient.
- maintaining accurate and verifiable learner assessment and achievement records in line with requirements.
- ensuring that learners are assessed only after they have been registered with the awarding bodies if registration is required for the qualification.

TLB will ensure that LDMs and trainers are competent to perform their role and provide appropriate training and development opportunities to ensure that they meet the required standards set out in the qualification and/or assessment documentation. TLB will know and comply with the awarding bodies requirements for recording assessment decisions and maintaining assessment records and will be familiar with all relevant policy and guidance documentation.

TLB will ensure that the assessment decisions of unqualified LDMs and trainers are checked, authenticated, and countersigned by a qualified LDM/trainer or IQA. IQA's are

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responsible and accountable for arranging the countersigning process and must sample an appropriate proportion of assessment decisions by unqualified LDM/trainer.

IQA's will keep up to date records of all staff development as this will be monitored by the EQA.

Internal quality assurance measures learner achievements, LDM/trainer's judgements, knowledge and the standard of processes and procedures within TLB Management. This is to ensure Learners can achieve qualifications, LDM/trainers are making the correct assessment judgements and TLB is offering a high-quality service.

Two forms of sampling will be carried out to ensure that quality assurance is maintained. These are:

- Formative sampling: checking the assessment process whilst the learner is at different stages. This ensures that the assessment of the learner is proceeding satisfactorily following the principles of plan, judge, and feedback.
- Summative sampling: involves the IQA reviewing the quality of the assessment decisions by the assessor or tutor. The IQA should be able to follow an audit trail, which clearly demonstrates that the assessor or tutor has checked the validity, authenticity, reliability, currency, and sufficiency of the evidence presented.


The IQA must record and report all sampling undertaken in sufficient detail to be able to justify the decision made using the IQA documentation.

Sampling plans must include sampling of all types of:

- Learners
- LDMs/ Trainers
- Methods of assessment
- Evidence or Elements
- Records

A sampling plan will be maintained for all samplings planned and conducted showing the following information:

- Learner name
- Qualification/ Training/ Apprenticeship Title
- Registration number
- Start date.
- Planned end date.
- Planned formative sampling undertaken including any unit numbers and type of assessment sampled.
- Planned summative sampling undertaken including any unit numbers and type of assessment sampled.

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The sampling will include:

- Checking that effective planning takes place.
- Target setting (SMART)
- Reviews are up to date and include both the employer and the learner feedback.
- Learner progress
- Quality of assessment decisions
- Organisation of portfolio
- Feedback given to candidates by LDM's/ Trainers

This sampling will enable the IQA to evaluate the quality of assessment and to identify any problems at an early stage of the learner journey as well as highlight individual LDM areas for improvement and development needs. The IQA will achieve this by completing and adhering to sampling plans, conducting observations, and providing support to the LDM when required.


The Education Inspection Framework

TLB want to ensure that all our Apprenticeships and Adult learning programmes comprises of a rich variety of learning and training opportunities. The Education Inspection Framework explains that judgements will be made around how well the curriculum, including the wider curriculum, for each strand of a provider's adult learning programme has a clearly defined purpose that is relevant to the education and training needs and interests of learners, and to local employment opportunities, and supports local and national priorities.

Judgements will be made around how well TLB record and recognise learners' progress and achievements to inform teaching and support programmes to help learners reach their goals.

Internal Verifiers are named members of staff, responsible for the quality of assessment and internal verification/moderation decisions across all funding streams. They will liaise with the Quality Assurance Manager to discuss internal verification across the company. They will specifically:

- Ensure that the EQA tracker held within the VPN is up to date with the correct information about staffing information.
- Ensure Internal Verification & Moderation checklists are completed and uploaded to the VPN.
- Plan and hold termly standardization meetings with LDMs/ Trainers.

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- Plan regular Internal Quality Assurance Days according to the funding stream timeframe.
- Manage and maintain sampling Records.
- Respond to development needs for LDMs and Trainers.

Internal Quality Assurance Processes:

The IQA's will be allocated LDMs / Trainers involved in the Apprenticeships/ Funding Streams for which they are responsible. Assessment sampling takes place at both a formative stage and a summative stage and the amount and frequency of sampling for each LDM/ Trainer is in line with the rationale below:

Experience:

If LDMs / Trainers are qualified and experienced, it may not be necessary to look at more than 25% per Learner. If LDMs/ Trainers have less than 12 months' experience, are new to either TLB or a particular apprenticeship/ qualification or are out of practice, the IQA will need to sample 100% of their decisions for the first 6 months. This ensures that the IQA reviews activity and decisions in all apprenticeships/ training programmes/ qualifications. These might be where specifications require very particular work or evidence or where the standards are often misinterpreted.


Workload:

The IQA needs to look at the workload of each LDM / Trainer so that the total sample also fairly reflects the amount of work and number of decisions being made by individuals. Increasing the ratio of Learners to LDM/ Trainer needs to be carefully planned and managed as it can result in an increase in problems. Sampling may need to be increased where workloads have been raised to ensure that quality is not compromised.

Requirements of qualifications:

The sample also needs to consider the requirements in any qualifications being delivered. It is imperative that LDMs, Trainers and IQAs know the specified requirements well and agree the interpretation of areas where outcomes are not prescribed such as expected length of assignment answers, where content is not prescribed in assignment answers, what must be included in any outcome from assessment etc.

In addition, there may be changes to requirements when qualifications are revised. This can be particularly difficult for LDMs and Trainers during the transitional phase, since they could be working with learners on both sets of qualifications simultaneously. It is important that the IQA is fully aware of any areas of potential confusion and includes these in the sample. Equally, it is important for the IQA to be aware of the last registration and certification dates for each qualification.

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Sampling plans will be monitored, managed, and audited by the Quality Assurance Manager and IQAs, to ensure that the planned sampling is being carried out in line with LDMs/ Trainer’s rationales. The Quality Assurance Manager will meet the IQAs at the end of each IQA day to review sampling plans and discuss any concerns.

All Internal Quality Assurance will be recorded using the documentation provided. When a sample has been completed, feedback will be recorded in full, detailing good practice, as well as areas of improvement. Where an action is recorded against an LDM/Trainer, the IQA will give a timeframe by which this action should be completed. The Internal Quality Assurer will re- visit the action by the end of the timescale to ensure that this action point has been addressed. When the Internal Quality Assurer inspects the action point and finds that the action has been addressed, the IQA will confirm on the documentation that this is the case and validate the assessment. If the IQA inspects the action point and finds that it has not been addressed, this information will be given to the Quality Assurance Manager who will apply the appropriate measure for action.

Quality Assurance Meetings:

The IQA will hold standardisation meetings termly which will be planned annually, and details recorded in the Quality Calendar. Minutes of the standardisation meetings are to be circulated no more than 5 working days after the meeting. If more than two standardisation meetings are missed by an LDM/ Trainer in one-year, high risk performance measures will be applied and managed accordingly by the Quality Assurance Manager.

Record Keeping:


The IQA will maintain LDMs/ Trainers confidential files for each of the LDMs/ Trainers in their remit. The files will be kept electronically on the VPN.

LDMs/ Trainer’s information includes:

- CV demonstrating occupational competence.
- Certificates.
- CPD records.
- Ongoing LDMs/ Trainer’s information includes:
- LDMs/Trainer’s training needs
- OTLARs

Other information:

- Standardisation meeting agenda and minutes
- Internal Quality Assurance meeting agenda and minutes
- Sampling plans

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- EQA reports and action plans.

Internal Quality Assurer Role

The IQA role is central to ensuring the centre maintains provision of its schemes and that it consistently meets and goes beyond the National Standards. Each IQA has a responsibility for ensuring the quality and consistency of assessments within the centre. All IQAs must be qualified to V1/TAQA standard, be occupationally knowledgeable in the areas they verify, and understand the content, structure, and assessment requirements for the award they are verifying.

The IQA will ensure that:

- The centre observes and follows Awarding Organisation’s assessment strategies/standards.
- Awarding Organisation standards are effectively observed and exceeded.
- Formative verification is planned for and carried out as planned throughout the learner journey with constructive feedback given to Learning and Development Mentors (LDM’s).
- Assessment outcomes sampled are met and wherever possible, exceed national standards.
- LDM feedback to learners is monitored effectively through formative verification and a structured observation policy.
- Any candidates with special assessment requirements have been identified and their needs met were reasonably practicable.
- Assessment decisions are fair, reliable, valid, authentic, consistent, and sufficient in that the qualification standards are met in full.
- Sampling interviews are conducted with candidates and relevant records kept.
- Observation of assessment practice is planned for and regularly undertaken with constructive feedback given.
- Feedback to LDM is recorded and any action required is taken and monitored.
- LDM development needs are identified, and a personal development plan agreed and implemented.
- Guidance to be given to assessors to ensure that a full range of assessment methods are used.
- Records are kept showing that well planned, effective, and comprehensive standardisation meetings are held regularly with all LDM’s and relevant centre staff.

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- The centre is prepared for External Quality Assurance (EQA) visits and the IQAs are available to liaise with the EQA remotely and when they visit the centre.
- A positive, professional relationship is maintained with external organisations where appropriate.
- Constructive feedback is provided to the assessment team in evaluating and further developing its assessment practices.
- Each portfolio selected will require a minimum sample of two completed units to be verified, one interim and one final verification as standard where practicable.
- All completed portfolios will be subject to final checks prior to certification claim.

Each IQA will be allocated a caseload for verification and must prepare a pre-planned sampling plan for their caseload. Every portfolio selected for verification should be sampled at least twice during the learner journey and general quality of portfolio checked, prior to claim for certification. The IQA should not be limited by this and can conduct further sampling, as needed, at their discretion.

The IQA must sample each stage of the assessment process for each LDM/ Trainer including planning, target setting, reviews, documentation, and feedback.

All LDMs/Trainers will be risk assessed for each qualification they deliver and will be RAG rated as follows.

Red: -

New LDM/Trainer

Cause for concern form issued.

More than 3 referrals in a 6-month period

New to award for 3 months

Amber: -

Less than 6 months experience as an LDM with this company


Less than 6 months experience with the award

Timely completions to not meet company requirements.

1-3 referrals in a 6-month period

Green: -

More than 6 months service with company and award

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No cause for concern forms issued in 6-month period.

No more than 1 referral in a 6-month period

Timely completion meets or are above company requirements.

Risk assessments will be reviewed by the IQA team at least every three months based on IQA activity.

For all awards awaiting direct claim status 100% sampling will be completed.

All portfolios will be subject to final check by IQA as outlined below:

- Variety of methods of assessment
- Summative assessment
- All units signed off or ticked on learning assistant.
- Evidence attached to every standard.
- Assessment declaration signed/completed.
- Learner declaration signed/completed.
- Learner uploaded own evidence, or justification for LDM uploading given.
- Rules of combination and barred units checked.
- CFC claim matches units on learning assistant or paper portfolio.
- Witness signatory list completed by all parties.
- Credit values checked.


The IQA must give relevant, useful, and constructive feedback after each sampling activity has taken place and keep a record of this feedback in the appropriate filing systems or on Learning Assistant.

Showcase portfolios will be subject to a final check which will include:

- All required criteria are met.
- The work produced is of a high standard and typically the learners "best" work.
- All work is clearly labelled with the learner's name, date, and signature (electronic or wet)
- Learner declaration signed/completed.
- Relevant End Point Assessment Organisation portfolio forms completed correctly.
- Witness signatory list completed by all parties.

LDM/ Trainer Support Visits

All LDMs / Trainers will receive planned support visits from an IQA. However, unplanned visits can be requested at any time.

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Visits will reflect the key stages of the assessment process:

- Sign up and Induction.
- Assessment and Planning
- Reviewing
- Exit

These visits will:

- Review assessment practice
- Review learner progress
- Check administration.
- Conduct learner interview

Role of the LDM/Trainer

The LDM/Trainer is responsible for ensuring that assessment processes are consistent and transparent, and that the evidence is sufficient, safe, fair, valid, and reliable in line with the basic principles of assessment.

The LDM/Trainer is responsible for ensuring the following:

Consistency


- programme assessment procedures are followed, and approved assessment documentation is used on each assessment occasion.
- clear guidelines are given to the Learner about how to evidence competence and achieve the assessment.

Transparency

- Learner's must have access to the qualification standards detailing criteria which must be met and the range which must be covered.
- an assessment plan is agreed between the Learner and LDM/Trainer.
- constructive feedback to the Learner clearly identifies achievement demonstrated and/or further evidence requirements where competence or achievement have not yet been achieved.
- the Learner has access to their individual assessment record whilst maintaining the security and confidentiality of other Learner's assessment documentation.
- Evidence meets the circumstances or conditions described in the qualification/ standards.

Sufficient

- Evidence is detailed and meets the command words of the specification.

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Safe and Fair

- Learners feel safe within their working environment and assessments will be carried out in fair and unbiased ways.

Validity

- Assessment decisions are made against the performance criteria laid down in the Qualification / Standards.
- The outcome from each assessment judgement is recorded.
- The date of assessment and LDM/Trainer signature are entered on assessment documentation.
- Assessment judgements are made in accordance with Awarding Organisation guidance - i.e., sufficiency.

Reliability

- LDM/Trainers attend regular meetings with the Internal Verifier(s) and other
- LDM/Trainers where questions of interpretation of standards are raised and recorded.

Standardisation Of Assessment Process:


Please see the Standardisation Policy and Procedure around expectations.

External Quality Assurance Visits:

The IQA will be responsible for EQA visits and will ensure that suitable arrangements are in place.

Pre visit arrangements:

- Make sure all information related to learners and qualification approval held by the awarding body is up to date including registrations and completions.
- Ensure any actions from previous reports have been addressed.
- Ensure centre organisation chart and files are up to date including team structure, qualifications, and responsibilities.
- Evidence of good practice is collected, and records of professional development undertaken by team members.
- All assessment and verification records are up to date, demonstrating a clear audit trail through learner and LDMs/ Trainer verification documents.
- Visit plan received and schedule prepared accordingly.
- Policies and procedures folder is up to date.
- Ensure LDMs/Trainers are prepared and make sure they understand what the EQA has asked for.

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- Assist LDMs/Trainers in ensuring that Learners are made available for interview if required.
- Book facilities, car park, meeting rooms, refreshments (if required for site visits)

During the Visit:

The following will be made available to the EQA.


- All information available, copy of last EQA report with details of actions completed, staffing structure, learners' registrations, original certificates for new/newly qualified assessors and tutors.
- IQA sampling plans including feedback to assessors and tutors, actions, and completions.
- Minutes of IQA, LDMs and Trainer standardisation meetings and quality assurance meetings
- Make sure EQA understands centre paperwork and knows where to find information.
- Required assessments available, those stipulated by the EQA and those where there has been an appeal against an assessment decision.
- Have an auditable trail of achievement for all Learners on programme and requests for certificate and withdrawals.
- All interviewees know where to meet and are presented promptly.
- Keep to the schedule and promptly provide each requirement at the allocated time.

Post Visit Activity:

- Obtain a copy of the EQA report and discuss with the IQAs, LDMs and Trainers.
- Prepare schedule for completion of any actions in the EQA Action Plan
- Communicate contents of report to the Quality Assurance Manager
- Save all EQA reports in file on the VPN.

Impact:


A robust Internal Quality Assurance process that has been conducted in a safe and fair manner, that has monitored all aspects of teaching, learning and assessment, enabling Direct Claims to be in place from all awarding bodies.

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Appendix 1.

Meeting and standardisation plan												
Qualification: IQA:												
Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
LDM/Trainer team meeting												
LDM/ Trainer standardisation activity												
IQA team meeting												
IQA standardisation activity												

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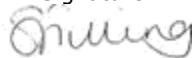
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Appendix 2

Sample plan and tracking sheet								
Qualification:			IQA:					
LDM/ Trainer:								
Learner Name	Start date. Registrati on date & Number	Unit	Unit	Unit	Unit	Unit	Summative sample	End date & Certification date

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<p>Key: AR – action required noticed in this unit</p> <p>X - problems noticed in this unit</p> <p>✓ - no problems</p>								

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Appendix 3

Internal quality assurance sample report	
Learner:	Qualification:
LDM / Trainer:	IQA Name:
Interim/Summative sample	Date:
Unit/aspect sampled	Comments


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Is the evidence?	If no - action required and target dates:		Date action completed:
Valid Yes/No			
Authentic Yes/No			
Reliable Yes/No			
Current Yes/No			
Sufficient Yes/No			
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Have assessment plans and records been completed, signed, and dated?	Yes/No
Is the LDM/ Trainer's decision, correct?	Yes/No
If summative IQA – can the certificate now be claimed?	Yes/No/NA
Feedback to LDM/Trainer:	LDM/ Trainer's response:

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	https://getset1-my.sharepoint.com/personal/susan_feltham_getsetuk_co_uk/Documents/Policies and Procedures/TLA Policies/IQA Strategy/TLB Internal Quality Assurance Policy and Procedure.docx		

Internal Quality Assurance Policy/Strategy

Appendix 4

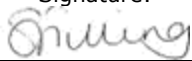
AGENDA

Internal quality assurer and LDM/ Trainer team meeting

(Date)

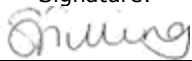
(Chaired by)

1. Present
2. Apologies for absence
3. Minutes of last meeting
4. Matters arising
5. Qualifications: recruitment, new starters, leavers, changes to standards and/or qualifications, feedback from inspections.
6. Assessment: types and methods used, current progress of students, issues or concerns, record keeping, continuing professional development (CPD) activities
7. Internal quality assurance – observations and sampling dates, registrations, and certifications, appeals and complaints, general feedback to assessors from IQA monitoring activities
8. External quality assurance – feedback and reports, action points, updates from awarding organisations

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Internal Quality Assurance Policy/Strategy

9. Standardisation – feedback from recent activities, planning new activities and dates
10. Equality and diversity
11. Health and safety, Safeguarding, Prevent Duty
12. Any other business
13. Date and time of next meeting

Responsible person Susan Feltham Quality Assurance Manager	Revision Date: 24/11/2023 Next Review Due: 1/11/2024	Rev. No. 13	Reviewer's Signature: 
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