



# Internal Quality Assurance (IQA) Guidance

**Version 5**

Guidance includes:

Learner registration process

Withdrawal of funding process

Emergency exam evacuation process

Appendix 1- Quality Assurance and Checklist for Assessors

Directorate:	Communities and Neighbourhoods- Employment and Training Division
Validated by:	Tanzeem Ahmed

This guidance will be reviewed on an annual basis. Poplar HARCA reserves the right to amend this guidance, following consultation, where appropriate.

Date created:	November 2023
Date of next review:	November 2024

## **1. The aim of our quality system is to ensure that:**

- We comply with ESFA/ GLA and Ofsted requirements
- We routinely assess the needs of interested parties in our business, i.e. all stakeholders including staff, learners, employers, funders, Ofsted and awarding organisations
- We meet our contractual requirements with funding bodies and prime contractors
- We meet our regulatory requirements with qualification awarding organisations
- We identify and deliver a quality service to maintain excellent relationships with our customers, our learners and employers
- All work is carried out consistently to a defined standard that is measured through our quality objectives
- We have the skills and resources to fulfil our customer requirements
- All activities support the strategic plans of the business
- We strive to continuously improve our systems and procedures
- We only use services that meet our own quality standards
- Any complaints are dealt with efficiently and within an acceptable time period

Key learning processes will be internally quality assured by observation, feedback, verification, documentation completion and performance data. We will retain documented information to have confidence that the quality system is effective.

Poplar HARCA are committed to ensuring all government and good practice information is utilised fully and forms the basis of our quality improvement requirements.

The EIF can be accessed here: <https://www.gov.uk/government/collections/education-inspection-framework>

## **2. Managing Quality**

The Community Training Manager is responsible for the overall running of the centre and will closely work with Awarding body and Internal Quality Assurers & EQA to ensure smooth and efficient delivery.

The Community Training Manager will have sufficient standing within the company to gain access to and request financial and human resources, thereby to maintain the quality assurance of the qualification. The Community Training Manager will liaise with Awarding Body Team to arrange EQA visits. The Quality Assurance will lead all EQA visits and will be responsible for action points raised by the EQA & any information with reference to learner information or assessments, centre information etc. which is requested by the Awarding Body.

The Community Training Manager will ensure registration of a learner and claim his/her qualification once it has been agreed by the IQA (the certificate will be sent directly to learner or, on request, delivered to the centre.)

The Community Training Manager is Aledina Miah.

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The IQAs in partnership with the Community Training Manager will ensure that assessment and training resources, including personnel, are effectively managed and planned. The IQA's provide a link between the awarding body, QCA and other regulatory bodies, and provide an overarching quality assurance role for the company.

### 3. KPI s

Quality objectives are based on the main risks to the business including measure and set a baseline for stakeholder satisfaction. We have both company and individual KPI's which are recorded on our MIS and performance management systems for both learners and staff to ensure timely success.

Initial Assessment	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of learners to receive a basic skills Initial Assessment (English &amp; Math's)</li> <li><input type="checkbox"/> 100% of learners to complete an Individual Learning Plan</li> <li><input type="checkbox"/> 100% of learners to have Initial assessment marked and scrutinized by a suitably qualified member of staff</li> <li><input type="checkbox"/> 100% of delivery staff fully aware of learning needs at start of programme</li> </ul>
Induction	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of learners to receive a thorough induction</li> <li><input type="checkbox"/> 95% of learners rate their induction as good or better</li> <li><input type="checkbox"/> 95% of induction observations are rated as good or better</li> <li><input type="checkbox"/> 100% audit compliance on induction paperwork</li> </ul>
Observation of Teaching, Learning and Assessment	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of delivery staff observed at least once annually and for Emergency First Aid qualification in person observation by IQA on the first delivery session</li> <li><input type="checkbox"/> 95% of delivery staff observed are good or better</li> </ul>
On Programme	<ul style="list-style-type: none"> <li><input type="checkbox"/> 95% of learners rate their learning journey as good or better</li> <li><input type="checkbox"/> 100% of learners are making the required progress</li> <li><input type="checkbox"/> 100% of learners are developing their wider skills</li> </ul>
Assessment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assessment Practice is consistently high and any Internal Quality Assurance actions identified are addressed within 1 month</li> <li><input type="checkbox"/> 100% of External Quality Assurance Reports are circulated at the Quality Team Meetings</li> <li><input type="checkbox"/> 100% of actions identified are actioned within one month of visit</li> </ul>
Complaints	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of external complaints are processed in line with company procedures</li> <li><input type="checkbox"/> 100% of learner appeals are processed in line with company procedures</li> </ul>
Achievement	<ul style="list-style-type: none"> <li><input type="checkbox"/> 95% of learners achieve their programme</li> <li><input type="checkbox"/> 95% of learners achieve their programme within 3 months of their predicted end date</li> <li><input type="checkbox"/> 100% of learners receive an exit interview with IAG</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li><input type="checkbox"/> 100% of learners state they feel safe</li> <li><input type="checkbox"/> 100% of safeguarding issues raised are dealt with in line with company guidance</li> </ul>

An audit timetable in partnership with The Quality Calendar is in place to monitor the implementation of the quality system. This will also include a review of the procedures to ensure these meet the requirements of learners, staff and employers as well as other stakeholders. This quality assurance guidance and framework has been authorised by the Community Training Manager and will be reviewed annually.

Our commitment to ensuring the best outcomes for our learners as well as our commitment to continuous improvement starts with our robust safer recruitment practice and our well-planned staff induction and handbook to ensure that we recruit the appropriate qualified and experienced members of the team. Also ensuring a well-planned induction for both staff and learners ensures that all are aware of expectations and meet the criteria of the vacancy/ qualification.

#### **4. The Observation of Teaching, Learning and Assessment**

It is Poplar HARCA's objective to obtain an accurate, objective judgment on the quality of training and assessment delivered to learners.

Each member of staff who has responsibility for delivering or supporting lessons must be observed at least every 6 months by an IQA using the observation of teaching, learning and assessment (OTLA) form. For the First Aid training, the Assessors to be observed also on the first training session. This outlines both key strengths and up to three areas of development and are recorded on the OTLA analysis document. This also includes an action plan for each member of staff which identifies targets for improvement. All information recorded is used to inform CPD needs and help to set Appraisals targets for individual staff as well as inform team and individual CPD. The information from the OTLA forms are submitted to the Community Training Manager for central analysis, moderation and standardisation.

Other aspects of the learning journey i.e. learner IAG, induction, review is observed annually.

Learning Walks take place on an adhoc basis to support the observation framework.

If there are concerns with the quality of the observation and findings, then the observer completes the action plan and discusses the need to return sooner than the 'usual' window. This will be dependent on findings as well as those areas identified within Requires Improvement, or Inadequate. Failure to reach the standard when professional development and Assessor support is implemented will lead to termination of contract.

Employees will be informed prior to the observation by email. This can be as little as 24 hours in advance. This notification will inform them of the window of observation and guide them towards appropriate documentation to support their preparations. The observer will require diary information in order to plan effectively.

The monthly schedule of observations will be prepared by the Community Training Manager but not made available to the employees prior to the formal notification window.

Observers will respect the professionalism of employee and resulting feedback will be handled in a way which maintains confidentiality.

- Probationary employees will receive a developmental observation within the first eight weeks
- Observers will be asked to hold pre-observation meetings with employees if required
- Those graded as inadequate will be required to complete training as outlined on the observation action report and will be re-observed following this support
- The training assessment session will be observed for a period of at least 45 minutes and no more than one hour

- The observer will use the standard documentation as agreed and indicate strengths and areas for development according to Ofsted standards, ensuring Tutors/ Assessors consistently achieve at least 'Good' with outstanding qualities
- The observer will, if possible, give verbal feedback immediately after the observation. To allow for quality procedures, written feedback will be provided within 7 working days of the observation. Employees who would require an individual meeting for the purposes of more detailed feedback can contact their observer to arrange this. The observer and employee will agree on the focus of identified CPD
- Recommended training via the observation action report will be organised by the IQA taking regard of financial implications- annual budgets outline financial support for all CPD opportunity

Appeals – Grounds for appeals may include conduct of the observation or dispute over identified areas for development. In either case, the employee should appeal following the Complaints Guidance which can be found on the website.

All aspects of the learning journey are formally observed and recorded/ reviewed including those working with employers, learners and all stakeholders. This evidence is included in performance management and SAR/QIP reports.

Moderation will be planned to ensure that all observations are moderated each year. Moderators will use the standard report and may observe any part of the observation process. The Community Training Manager will conduct a moderation of a sample of lesson observation reports following the observation period. Written feedback will be provided to observers.

The Directors will receive a summary report of the observation grades and feedback will inform the SAR/QIP.

## **5. Learning Walks**

IQA s and other appropriate staff will conduct learning walks in order to gauge the quality of delivery at that particular time. However that is not an indication that the Tutor/Assessor is effective all of the time, just a snapshot of the quality of teaching and learning. This is why it is important to monitor this regularly. Learning Walks can be themed and matched to staff meetings and staff training that may have taken place. Findings are recorded on the Education Learning Walk form, and again, used to develop practice and our commitment to continuous quality improvement.

## **6. Work Scrutiny and marking including SPaG**

IQAs/ Managers collect a selection of learner's work for examination. The selection should represent a range of abilities and all subjects delivered. The IQA/ Manager then completes the Education Work Scrutiny document to record findings. These findings will highlight good practice and inform any training needs. All good practice is celebrated and shared to ensure those staff with 'outstanding' grades, support other colleagues.

### **Marking Guidance**

Marking and annotation should be easily identifiable.

When providing learners with feedback to extend/consolidate their learning, learners should be informed of aspects of their work that have met the learning outcome well as well as steps for improvement (Ofsted EIF). These should, where possible, relate to the objective for the lesson and have an impact on learner's learning in the future. Comments should be focused and refer to the ILP and review targets.

### **SWANS**

This acronym can be used for all forms of marking and aims to provide feedback to the learner and focus on the progression to the next level.

**S** – Strengths relevant to the learning objective/ILP/ review target

**W** – Working towards/working at -this can include a level or an objective within a level or an ILP goal.

**ANS** – And Next Steps – This should highlight **how** the learner can progress.

Useful comments are:

A reminder prompt: e.g. What else could you include here?

A scaffolded prompt: e.g. What were the man's eyes doing? The man was angry so he... Describe the expression on the man's face.

An example prompt: Circle the calculation that is correct:

20% of 100 = 20 / 20% of 80 = 20

Comments relating to effort should be clearly different to those relating to achievement. Comments relating to effort should be positive but also realistic and sincere.

### Self-marking/Reflection

Wherever possible, learners should engage in self-marking or annotate of their own work so that they may receive minute-by-minute feedback about how they are progressing through the lesson. If possible, learners should be actively involved in discussing and generating the success criteria for their learning. Learners should be given regular opportunities to self/peer evaluate their own and others' work so that it becomes embedded in everyday practice. Within lessons, learners should be given time to reflect on their learning and identify their own successes and look for improvement points.

### Writing

Extended writing should always be marked with an extended comment relating to the objective and individual writing targets. Comments may also refer to word/sentence level features. Marking should indicate how well the learning objective has been met and highlight the next step. Time should be planned for learners to respond to marking. For assessment purposes, it is important to annotate the work to show the support received during the lesson. The following **Learning Codes** should be used to indicate the support given. Learners need to be encouraged to write these codes themselves above their learning objective:

Learning Code	Meaning
P	Peer Support – learner supported by a peer
T	Tutor – learner supported by a Mentor/Tutor/ Assessor
I	Independent – learner has worked independently
R	Resources – learner has used resources to support their learning (please indicate the resource)

### Marking Codes Including SPaG

To ensure a consistent approach to the marking of learners' work across the centre:

Mark	Meaning
____sp	Try spelling this word again

C	Find the missing or misplaced capital letter(s) on this line
P	Find and include the missing punctuation on this line
gr.	Grammar error (Incorrect word order, incorrect choice of word)
//	A new paragraph is needed
“	Speech marks are missing or used incorrectly.
^	A word or letter has been missed out
T	Check the tenses of your sentence
✓	Well written section – apt and clear
✓ ✓	Very well written, extremely interesting.
?	The meaning here is unclear, or difficult to understand
X	This is incorrect, or not appropriate at this point
e.g./Q	An example, supporting information or quote is needed, this is particularly supportive when commenting on Speaking, Listening and Communication activities.
£ · ‘ · X : /	Samples of positioning of units, identification of correct use of Math’s terms. Identifiable discrepancies with ESOL learners where appropriate

## 7. Self-Assessment Report and Quality Improvement Plan

On an annual basis, the full delivery team for each contract completes a Self-Assessment Report (SAR) based on the above evidence and any external evidence sources regarding review of the past years’ performance. This is led by the Community Training Manager. The SAR is crucial in identifying strengths and areas of development. After annual completion the SAR is sent to the Assistant Director for validation. These areas of development from the SAR then inform the Quality Improvement Plan (QIP) which is reviewed and updated regularly. The QIP review is discussed at each Progress and Impact Team meeting. The Poplar HARCA Senior Leadership Team are accountable to the Board made up of highly experienced colleagues representing different Skills sectors.

## 8. Staff CPD (see Professional Development Guidance for further detail)

Poplar HARCA believes that staff development and learning should be an integral part of the organisation’s strategic planning so that staff can perform their individual jobs effectively and, in doing so, ensure that the organisation achieves its objectives. The central aim is therefore to provide an environment where

continuous development can take place and where staff are supported and enabled to meet the changing demands and priorities.

To achieve this aim, learning and development needs will be regularly reviewed, and staff will be encouraged to play an active part in identifying their own learning needs, selecting appropriate learning methods and in assessing the outcomes and effectiveness of their learning.

Options for learning and development may include:

- On the job learning/learning from others in the organisation
- Internal workshops/learning for groups or teams
- Self-paced learning / open learning books, videos
- Off-job courses run by Poplar HARCA or other providers
- Secondments and placements/visits to other organisations
- Mentoring including support from a suitably qualified external Consultant

All staff from all services within the organisation will attend **COMPULSORY** staff training which will include annual updated training of Safeguarding, Prevent, FGM, E-learning, Equality and Diversity, IAG, British Values and Health and Safety. It is at this time when guidance and procedure is renewed annually, that appropriate team members will be involved in review and implementation under our continuous improvement cycle. These set days will also be used to upskill and develop staff and share good practice as needs are identified in supervision, team meetings and appraisals. There is also an opportunity for the SAR and QIP review so that all staff are aware of our key priorities for improvement and play their part in achieving these.

## 9. Learning & Development Process & Induction for staff

An induction programme helps new staff to familiarise themselves with the organisation, get to know others and to become more quickly at ease in a new work environment.

All new staff will take part in an induction programme including an introduction to the company and probationary review guidance and procedure will underpin key planning and development to ensure that they are able to be effective within their role.

Assessment in immediate work processes and tasks and for inducting new staff into the organisation will be the responsibility of each line manager.

The new staff would be supported under the probationary review framework.

Please see our Professional Development/ CPD Guidance for further detail.

## 10. Timely achievement

Poplar HARCA monitors both learners and staff to ensure timely achievement for learners.

Learners:

Learners have regular reviews with Tutors/ Assessors and the IQA completes 'at risk reporting' if learners are falling behind. Strategies can then be implemented to ensure success including additional resources, reading, more regular reviews, more frequent feedback of produced work - reviews are a 3-way partnership to ensure a collaborative approach.

Staff:

Our robust performance management includes monthly supervision including 'at risk reporting', setting of company and individual KPI s, annual appraisal, interim appraisal (at 6 months), probationary guidance and review for new employees to ensure staff are fully supported to ensure the highest success of learner achievement. This process informs the SAR/ QIP and ensures staff development opportunities reflect both company and individual need.

Please see Assessment Guidance and Staff Performance Management Guidance for further details.

## **11. Learner Recruitment and Admissions**

Poplar HARCA is committed to providing a fair and transparent process for admission. We want everyone to have access to the skills development opportunity available through our provision. We want to ensure that no learner or prospective learner is disadvantaged because of their background or status. We provide a wide range of courses to reflect the learning needs in the community. We have short courses, distance learning, one day and longer programmes.

We encourage our learners to develop their skills through us and actively encourage progression to different courses or higher-level courses which will support their learners in their progression. The recruitment of learners onto our programmes and admissions onto our courses comply with national guidelines with regards to admissions and conform to the requirements of our funders and Awarding bodies.

Learners are selected onto our courses based on eligibility criteria of funders and Awarding bodies, assessment scores and an initial IAG session with the learner. The aim is that learners should be attending courses which are at the right level and in a subject, which is appropriate to their future goals. We also want to ensure that we attract learners who demonstrate the commitment to complete the course. If we have more learners that we have spaces for, we will accept eligible learners on a first come basis and the remaining learners will be put on a waiting list.

Our admissions team have the experience and skills to apply our guidance and selection criteria. The team carry out all the eligibility checks and also check for prior qualifications. Learners who have previously completed the same course funded through public funding will not be able to repeat the course.

- ✓ We will accept learners who have overseas qualifications. Learners are able to contact UK NARIC for the recognition and comparison of international qualifications and skills.  
<https://www.nidirect.gov.uk/contacts/contacts-az/uk-naric>
- ✓ We will follow the guidance of the relevant awarding body to when considering prior learning and experience. We will check prior qualifications through the Learner Records Service.
- ✓ We will make reasonable adjustments where potential learners have indicated they have a support need. This may include providing additional time for the initial assessments or making provisions for signers or large print where required.

Prospective learners usually access our service through our website or drop-in. Information on courses and entry requirements are posted on the website.

All applicants are initially invited for enrolment and assessment. Eligibility checks are carried out at registration. Following the assessment results, learners will be seen one to one to go through course information, complete an Individual Learning Plan and check prior qualification. Successful learners will be invited onto the course and asked to confirm their acceptance of the offer of a place. Where learners have provided information which later transpires to be incorrect or false, we have the right to withdraw our offer for a place. If we do not have sufficient learners to run a course, we will defer the start date. All learners accepted onto a course will be informed and asked to confirm if the new date is suitable for them.

Learners not meeting the eligibility criteria will be informed at registration. Learners who do not achieve the required level at assessment for English and Maths, will be provided with the results and informed that they are able to attend the course if they are able to demonstrate improved scores at re-test. Where a learner already holds the English and Maths qualification at the required level but has not passed the assessment at the level needed for the course, then they will have the chance to re-take the test as they will have already proven their abilities through prior qualifications.

We will endeavour to ensure that our admissions practice and procedures are fair and transparent. However, if an applicant is dis-satisfied with any aspect of the service, they have the right to complain following our Complaints Guidance.

In the first instance, we will try and resolve the dis-satisfaction through an informal process and meet with the candidate and try and resolve the issue. If the applicant is still not satisfied, they will be offered the more formal complaints route.

All such requests will be dealt with confidentiality.

We will not keep information on applicants that we are not required to retain. All retention and storage of data is fully complying with the Data Protection Act 2018.

Please see our Data Protection Guidance for further detail.

## **12. Internal Verification**

Internal Quality Assurers are the main point of contact for enquiries regarding curriculum and will have overall responsibility for the Curriculum Delivery Team. They are highly experienced members of staff, with substantial experience of centre administration and management with each having an area of responsibility for a number of qualifications pertinent to Sector specific qualifications i.e. they will have a vocational qualification appropriate to the training, level and role at which they will be working. They will be responsible for liaison with the Community Training Manager and Awarding Bodies through the External Quality Assurer. If the Community Training Manager is not available, the Community Training Assistant can support the registration of a learner and claim his/her qualification once it has been agreed (the certificate can be sent directly to the learner or, on request, be delivered to the centre.) Registration process as stated above and to liaise with the Awarding Body Team to arrange EQA visits, & any information referring to learner information or assessments, centre information etc. which is requested by the Awarding Body.

The Internal Quality Assurer is responsible for ensuring the verification. They are directly accountable to the Community Training Manager.

The Internal Quality Assurers will have:

- A thorough understanding of functional skills if appropriate, Code of Practice with the ability to interpret them across a wide variety of appropriate operational environments and sectors
- Knowledge of current practice and emerging issues in the vocation qualification area
- Experience, qualifications and a working knowledge of the operational and assessment processes required for Training i.e. NVQs/Qualifications
- At least 3 years relevant and credible occupational experience across the level and breadth of the standards
- Hold a recognised verifier award (V1 or D34), (Award A1 or D32)
- Well-developed interpersonal skills, particularly spoken, written and e-based communication skills
- Commitment to the philosophy of competence

In addition, the Internal Quality Assurers will have:

- A demonstrated commitment to continuing personal and professional development
- A demonstrated commitment to current research to identify changing in the relevant practices (e.g. Common induction Standards).

Internal Quality Assurers are responsible for establishing and maintaining the quality for assessment for the qualifications. Their responsibilities include:

- Verifying assessment decisions, via sampling process as follows:
- Unqualified & new Assessors or new training courses (Sample 100%)
- Qualified but new Assessor to centre (Sample 75%)
- Qualified & new Assessor (Sample 50%)
- Qualified & work with centre for two years or over (Sample 25%)
- Advising and supporting assessors
- Keeping accurate records of assessment and internal verification
- Managing the workload of the assessors
- Liaising with the Community Training Manager and External Quality Assurer

They have a key role in ensuring that assessment is consistent and valid for all learners, and that the records supporting assessment and verification are accurate and up to date. They must make sure that:

- They do not internally verify any evidence which they have assessed
- They focus on verifying the assessments made and do not allow their judgment to be swayed by any other competing demands or influences, including personal likes or dislikes.

Meeting external quality improvement requirements

The Internal Quality Assurer 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 verifiers about the assessment process
- Explain any issues raised by external verifiers 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 awarding body
- Give assessors feedback on external verification decisions
- Ensure that external verification decisions are included in internal reviews of procedures
- A demonstrated commitment to continuing personal and professional development and to current research to identify changing construction practices
- IQA will ensure that standardisation meetings are held regularly to promote and encourage standardisation of work and practice amongst assessors and centre staff

Internal Quality Assurers are responsible for establishing and maintaining the quality of Assessment within their own assigned group of Assessors. To this end they should:

- ✓ For each Assessor, verify all Units being undertaken, ensuring That they are in line with national standards and awarding body requirements, and ensuring that the whole spectrum of Units are verified

- ✓ Advice and support Assessors, providing feedback on their performance, giving the advice and guidance, and keeping them informed of all the latest initiatives and updates
- ✓ Keep accurate records of internal verification
- ✓ Liaise with Centre on all matters pertaining to assessment and verification
- ✓ Attend training days arranged by the Centre as required
- ✓ Arranging four meetings in a year with all Assessors, centre staff, IQA for standardisation
- ✓ Arranging meetings before and after EQA visit
- ✓ Meetings with learners by Evaluation, Feedback form or a one to one meeting with learners to improve practice before and after the portfolio is completed

The IQA system seeks to ensure all assessment is fair, consistent and meets company and Awarding Organisation requirements.

This guidance promotes quality, consistency and fairness throughout the 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.

The IQA will be responsible for establishing the Verification/Sampling strategy sampling plan and subsequent implementation. As a standard, the range of portfolios to be sampled will be consistent with the recommendation of the awarding bodies during EQA.

If any quality issues are raised, the percentage sample and frequency of IQA visits will be increased at the discretion of the designated IQA. An appropriate development plan will be agreed between the Tutor/Assessor and the IQA.

The IQA Verification aim is to ensure effective management of assessment and verification processes, effective support for assessment and verification personnel, and to quality assure the outcomes of assessment in-line with Poplar HARCA and Awarding Organisation requirements.

IQA objectives:

- operate from established verification guidance and procedures that are reviewed where required in-line with the centres' quality control arrangements
- ensure an effective induction is provided for all members of the assessment and verification teams, as required
- ensure effective appraisal and continued professional development for all members of the assessment and verification teams
- ensure that the assessment and verification teams understand and follow all the centre policies and procedures
- ensure that equality and diversity is embedded throughout the verification and assessment activities
- ensure quality via accurate and effective assessment of all learners
- monitor and ensure consistency of assessment outcomes via appropriate interpretation of awarding organisation criteria
- review and evaluate the quality and consistency of assessment at different stages of the assessment process
- maintain accurate and current records of verification and moderation
- standardise all components of the assessment where appropriate
- Carry out continuous improvement activities to ensure all corrective actions best practice guidelines requested by the external verifier/ IQA

This will be carried out for all programmes. IQAs will record these quality assurance checks on the IQA report. The IQA will use their judgement to decide on the sample size in accordance with the sampling plan.

Please see separate Assessment Guidance.

There are a number of Quality Assurance tools used by managers in order to evidence the standard of delivery under the Education Inspection Framework (EIF). This is to ensure our commitment to continuous quality improvement and give the best possible learner experience and outcomes for our learners.

When Sampling factors to be considered include:

- Tutor/ Assessors- Assessment and delivery experience, competence, current and working towards qualifications, current workload and occupational experience and competence
- Methods of assessment- Questioning, observation, witness testimony, product evidence, assignments, projects and tests, external testing, guided discussion and professional discussion and portfolios
- Records- Reports from Assessor/ Tutors, correct assessment practices, IQA records, learner portfolios, meeting notes and EQA reports/actions
- Internal Quality Assurance Planning
- Standardised assessment practice
- Health and safety practice, safeguarding, equality & diversity and Prevent strategy
- Additional support of new employed and associate qualified and trainee Tutor/ Tutors
- Standardisation activities across all Assessor/ Tutors and IQA's within each qualification
- Each IQA must use Poplar HARCA's IQA procedures and associated recording systems which are reviewed regularly to determine the impact

This plan is developed and monitored by both the IQA and Community Training Manager as well as the delivery team to ensure that the verification process is standardised throughout the company:

- Each IQA creates their own sampling plan and is responsible for working to the agreed sampling plan

The IQA will also focus on all additional areas of IQA responsibility. This includes:

- Monitoring all practice
- Monitor all teaching and learning by observation
- Monitoring learner evidence

Based on the findings of the above the IQA may amend the sampling proportion.

Where it is necessary to vary from the sampling plan, the reasons should be recorded and the variations clearly added to the sampling plan.

Newly employed personnel: each unit assessed by trainee Assessor/ Tutor is overseen and countersigned by a suitable experienced member of staff

The IQA must complete all relevant IQA records timely and in line with processes and procedures throughout the assessment process for all their Tutor/Assessors.

### **13. Internal Quality Assurers Competencies**

All those who quality assures qualifications internally must have up-to-date working knowledge and experience of best practice in assessment and quality assurance and show current evidence of continuing professional development in assessment and quality assurance in the relevant areas.

The Community Training Manager will ensure that IQA's have access to all relevant information and resources and understands the processes & procedures and recording requirements.

#### **14. Standardisation**

It is important to standardise Tutor/ Assessor judgements in order to ensure that each Tutor/ Assessor consistently makes valid decisions and that all learners are assessed fairly. Standardisation sessions will be carried out at least once per quarter unless there are significant changes within the sector or following significant feedback from EQA visits. The IQA will be responsible for planning standardisation meetings and will follow a standard agenda. Assessors/ Tutors are expected to participate. Topics regularly covered in this session include:

- Improvement Plan relevant actions
- Qualification achievement rates
- Results and analysis of observations of assessment, reviews and teaching and learning
- Strategic and sector developments
- Discussion of new qualifications and evidence requirements
- Problem units – where it has been identified that a number of candidates are having problems understanding the criteria or gaining advice
- Tutor/ Assessors may be asked to share experiences of dealing with alternative forms of evidence or candidates with special needs
- Discussion on hot topics and embedding
- Internal quality assurers discuss sampling requirements and problems encountered with monitoring observation
- EQA visits and feedback from awarding bodies

The effective implementation of this strategy will be monitored on an ongoing basis through the IQA standardisation meetings

#### **15. Evaluation**

- A 'learner voice' approach is implemented to obtain feedback from learners at observation and through feedback forms (paper-based/ electronically)
- An 'employer voice' (where appropriate i.e. traineeship provision) is implemented to obtain feedback from employers at observation and feedback forms (paper-based /electronically) collated and analysed to inform and improve practice
- Staff and stakeholder surveys will be taken formally and informally, including at communication days and self-assessment

Feedback results will be analysed by IQA's and Community Training Manager. The results will be shared and action agreed at team meetings and standardisation meetings attended by all other staff. All feedback will be analysed and the results fed into the business action plan and self-assessment report. Complaints will be dealt with promptly, logged on the non-conformance log and reported as per customer communications. The appeals process for assessment decisions and customer communications general.

Please see Complaints Guidance for further detail.

#### **16. Stakeholder Feedback**

Feedback will be sought from employers and learners at timely intervals. Feedback will gather information including (not exhaustive):

- Enjoyment of learning to date

- Progress made
- Evaluation of support received from employer where applicable
- Evaluation of support received from Training Provider
- Quality of feedback received
- Accuracy of Information, Advice and Guidance received by Apprentice prior to starting
- ➤ Areas of support the learner needs going forward

Feedback from staff is also encouraged during monthly supervision and appraisal/ contribution review.

All feedback will be collated and evaluated. Feedback will be shared with the Senior Management Team meetings which are held on a month basis.

### **17. Responding to feedback**

We offer and actively support a variety of feedback opportunities throughout the learning journey for employers, learners and staff. During regular surveys (induction, mid-way, exit) as well as during learner reviews, we support best practice of using this information to inform and evaluate our performance. We ask “what are we doing well, less well and key areas for improvement” which inform both our SAR and QIP.

Our Complaints and Whistleblowing Policies support this process as a more formal route if there are concerns about quality of delivery or other concerns which stakeholders feel are not being addressed through less formal means.

Our MIS collate the information regularly which is cascaded during 1 to 1 s i.e. supervision, team meetings and CPD events. Good and outstanding communication forms and important factor in ensuring our provision meets both employer and learner need.

### **18. Success Data**

We will ensure that all data concerning learner enrolment, completion, retention and success is not only stored in line with its Data Protection (GDPR) Guidance, but that it is kept up to date.

This data is reviewed monthly to identify trends and action identify any areas for concern. Where data falls below the contracted performance values, robust investigation and clear action planning will take place to address the issues. We will review our KPI s to improve practice and review our QIP monthly to determine progress and achievement.

Furthermore, analysis will take place to ensure the data is demographically representative to ensure learners from specific ethnic/gender/ages are performing in line with expectations and averages.

This guidance identifies the steps taken to ensure certificates are correctly claimed in a timely manner, and through the correct authorisation process to implement the appropriate sign-off and claim.

### **19. Learner Registration Process.**

1. Learners to be registered with awarding body once Administration Team receive workbooks from assessors with completed feedback. Receipt of workbooks to be signed by assessor and admin team. Copy of receipt can be found at this location; [:\E&T Data\E&T Programmes\Training work in progress\Receipt](#)
2. Administration team to handover workbooks to IQA, based on the sampling plan identified by the relevant IQA, following Poplar HARCA IQA strategy. Receipt of handover of workbooks to IQA must be signed by Admin team and IQA.

3. Once workbooks have been verified receipt should accompany the workbooks. A separate receipt should indicate the claiming of certificates where DCS exists, where there is no DCS, workbooks should be ready for EQA.

Receipt of claiming certificates must be signed.

4. Once certificates have been received, they must be scanned for audit purposes. Certificates must be collected in person or sent out to learners by recorded delivery first class. Where collected in person, learners must sign a receipt confirming collection.

Reference to Recorded delivery must be kept for evidence and audit.

## **20. Emergency evacuation procedure for examinations**

When dealing with emergencies you must be aware of any instructions from relevant local or national agencies.

Reference should also be made to the following document -

<https://www.gov.uk/government/publications/bomb-threats-guidance/procedures-for-handling-bombthreats>

The invigilator must take the following action in an emergency such as a fire alarm or a bomb alert.

- ✓ Stop the candidates from writing
- ✓ Collect the attendance register (in order to ensure all candidates are present)
- ✓ Evacuate the examination room in line with the instructions given by the appropriate authority
- ✓ Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet
- ✓ Candidates should leave the room in silence
- ✓ Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- ✓ Make a note of the time of the interruption and how long it lasted
- ✓ Allow the candidates the full working time set for the examination
- ✓ If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- ✓ Make a full report of the incident and of the action taken, and send to the relevant awarding body

## **21. Withdrawal of funding process**

In the case that funding for courses ceases. This could be for a number of reasons.

The Guidance for Live learners (students still on courses) is as follows:

1. Poplar HARCA will fund the remaining part/s of learner's course until completion. Finance and resources will be made available for learners via Poplar HARCA
2. For learners on programme funded via ESF, ESF, will fund the remaining part/s of the course until completion.
3. Learners will be referred to Poplar HARCA's partner colleges where learners can carry on with their courses. Partners are: Capital City College Group (formerly Westminster Kingsway College); College of North West London and West London College (Ealing, Hammersmith and West London) and New City College (formerly Tower Hamlets College).

4. These processes will enable learners to complete their qualifications. Awarding bodies will be informed in the first instance.

## **22. Malpractice and Complaints**

If Malpractice is identified at any stage the person identifying this must report their findings and this will be investigated in line with Complaints Guidance, and their findings. If required they will then inform the appropriate Awarding Organisation/ personnel.

Please see our Complaints and Malpractice/ Maladministration Policies for further information.

## Appendix 1- Quality Assurance and Checklist for Assessors

- ✓ Feedback has to be **robust, consistent, constructive, developmental and supportive.**
- ✓ Feedback must be personal and where possible **word processed.**
- ✓ Feedback to learners must stretch and where possible, challenge learning.
- ✓ Verb Check – descriptions, explanations and examples have to be thorough and not lists, bullet points or one-word answers.
- ✓ Assessors must provide feedback on how to develop learner’s wider skills, such as Spelling and Grammar.
- ✓ Support learners through the assessments, activities and requirements of the programme, including the wider use of technology to encourage to expand knowledge even further by providing resources and links to additional research.
- ✓ Group work by learners cannot replace assessment questions, they should be in addition to learner’s work and not in-place of.
- ✓ Agree realistic deadlines for submission of work with Training Manager before setting deadline.
- ✓ Feedback must be signed by the learners, if sent remotely, email should be evidenced or an administrator cc’d into the email for reference.
- ✓ Registers must be completed by 11am each day, this is to enable administrators to contact those whom may be late or to contact un-notified absence.
- ✓ ILP’s to be completed at the beginning of the programme.
- ✓ Feedback to completed by the end of the programme.
- ✓ Submission of learner assessments to the admin team should be accompanied with a receipt (the admin team can give the assessors the receipt).