



IQA & STANDARDISATION

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INTRODUCTION

BMH Training Limited ensures that these arrangements are in place to quality assure the assessment of qualifications. The objective of these arrangements is therefore to ensure that all assessment is fair, consistent and meets the awarding body's requirements.

This policy has been designed to promote quality, consistency and fairness throughout the assessment and internal verification activities. It aims to ensure that standards of assessment are maintained consistently over time.

This document is applicable to everybody involved in the management, administration, training, assessment and internal verification of any qualification delivered within the breadth of this centre's activities.

Any activity related to centre satellite, delivery and/or assessment sites are also obliged to abide by this policy.

Where only one IV is needed to cover the centre's activities for a specific qualification, the IV is responsible for establishing the IV sampling strategy, sampling plan and subsequent implementation.

THE INTERNAL QUALITY ASSURANCE AIM

The aim of Internal Quality Assurance is:

- to ensure the effective management of assessment.
- to ensure the consistency and validity of verification processes.
- to ensure the effective support for assessment and verification personnel.
- to ensure the quality assurance of the outcomes of assessment in-line with awarding organisation and national requirements.

INTERNAL QUALITY ASSURANCE OBJECTIVES

The objectives of internal verification fulfil a variety of quality assurance considerations. The list below outlines internal quality assurance objectives, which ensure that BMH Training Limited:

- operates from this established quality assurance policy and related procedures which are consistently reviewed where required in accordance with generic quality control arrangements.
- ensures an effective induction is provided for all members of the assessment and verification teams, as required.
- ensures effective appraisal and continued professional development for all members of the assessment and verification teams.
- ensures that the assessment and verification teams understand and are able to follow and advise on all centre policies and procedures.
- ensures equality and diversity is embedded throughout the internal quality assurance and assessment activities.
- ensures quality via accurate and effective assessment of all learners.
- monitor and ensure consistency of assessment outcomes via appropriate interpretation of awarding body's specific qualifications and/or national requirements.
- reviews and evaluates the quality and consistency of assessment at different stages of the assessment process.
- maintain accurate and current records of internal quality assurance.
- standardise all components of the assessment where appropriate.
- carry out continuous improvement activities to ensure all corrective actions and best practice guidelines requested by awarding organisations and their moderation staff (including external verifiers) are complied with.

The internal Quality Assurer is required to carry out a quarterly audit. The Quality Assurance team including the Internal Quality Assurer may carry out additional audits during the academic year following a risk-based approach.

The IQA will create a sampling plan (including the consideration of risk) for each programme, ensuring that this is in place at the beginning of the programme.

Internal quality assurance of evidence judgements and summative assessment decisions made by members of staff shall occur throughout the assessment process on a sample basis.

Where a major non-conformity has been identified, the frequency and size of the sampling shall be increased until the IQA agrees that corrective action has been undertaken within the agreed timescale.

The IQA process will consist of internal assessment of both non-accredited and accredited files of evidence from the sampling plan and make judgements on:

NON-ACCREDITED

- evidence of robust and rigorous initial assessment
- Learner Individual Learning Plans
- Evidence of progress and achievement from reviews/tutorials
- Evidence of learner work against learning and personal goals that demonstrate progress and achievement.
- Evidence of planning for learning

ACCREDITED

- evidence of robust and rigorous initial assessment
- Learner Individual Learning Plans
- Evidence of progress and achievement through diagnostic assessment, reviews and tutorials
- Evidence of learner work against targets and personal goals that demonstrate progress and achievement.
- Evidence of planning for learning inc. Scheme of Work/Lesson Plans

Moderation of the IQA will be undertaken to verify the findings of the Assurer, relating to the quality assurance of course files, by sampling the IQA checklist and at least on related course file from each programme.

Outcomes of this process will be evidenced in a moderation report which will include an improvement plan created by the centre manager and IQA team.

Staff who do not meet the standards must be provided with support and/or training and will undergo sampling until such time progress is made to meet requirements. This will include working towards key goals and targets.

IV STRATEGIES

The sampling strategy for each programme will vary according to the needs of the programme. In defining the strategy all the following should be taken into account:

- Size of sample needed to ensure reliability.
- Assessment methods used by the teachers.

- Staff-numbers, experience, workload and location range
- All parts of the programme and particularly focusing on any previous problem areas.
- Programmes offered – particularly if new/revised.

RECORDS

All programmes must compile and maintain an IQA file which may be stored electronically.

The IQA is responsible for and the contents of the file, which should include a sampling plan, IQA checklist and examples of documents which support qualification learning objectives and RARPA.

LEARNER INVOLVEMENT

There will be opportunities for learners to feedback regarding the quality of their assessment processes and their experiences. The Learner Voice contributions will come from end of course evaluation and feedback discussions.

OBSERVATION OF TEACHING AND INVIGILATION

Observation of teaching and invigilation is an important aspect of continued professional development.

- Tutors and Invigilation staff of BMH Training Limited will be observed on a bi-yearly basis.
- Tutors will not be graded, instead will be given areas of development and an action plan. Tutors that do not meet professional standards, will be observed one week hence and all areas of development will be required to have improved.
- Tutors will be given verbal feedback and an action plan will be constructed with two targets conceived by the assessor and two by the tutor; dates to reach these targets will be decided on a case-by-case basis.
- Invigilators will be observed in the first instance and feedback given within 24 hours. Invigilators will then be observed within one year to promote best practise. The contract manager can choose to observe invigilators at any time without prior notice.

STANDARDISATION

BMH Training Limited understands the opportunity for standardisation in relation to the learner journey, verification and assessment. Therefore, BMH Training Limited will hold itself to the following policies:

INTERNAL STANDARDISATION

In the occasion that there is more than one tutor delivering the same qualification/course or similar qualifications/courses/units and making assessment decisions and recommendations for certification of learners, it is essential that the Internal Quality Assurance process includes an opportunity for the standardisation of their practice. The Internal Quality Verifier for the course(s) is responsible for arranging and facilitating standardisation opportunities.

A typical internal standardisation meeting includes the following activities:

- each assessor brings a sample of assessed learner's work.
- the group works their way through the learner evidence, checking to see if the evidence of achievement is valid, sufficient and reliable, and they agree with the assessment decision.
- the group comment on the feedback given to the learner.
- the group offer supportive recommendations how assessors might improve their assessment practice.

- the group agree what action(s) is needed to ensure that everyone assesses to the same consistent standard going forward.
- any changes to assessment decisions are agreed and recorded.

EXTERNAL QUALITY ASSURANCE

BMH Training Limited ensures that it will take part in all awarding body events centred around Quality Assurance facilitated by External Quality Assurers (EQAs) and that all its units and qualifications are subject to robust centre standardisation and contribute to the external standardisation of its qualifications.

Definitions

RARPA – Recognising and Recording Progress and Achievement – is a process for delivering good assessment, teaching and learning, which ensures that students' progress and achievements are monitored and recorded.

