

## Internal Quality Assurance Policy

The purpose of this policy is focus on our responsibilities as an ILM Centre to ensure:

- An appropriate design of a programme to meet ILM qualification or unit specifications and rules of combination
- Effective delivery that meets learner's expectations of agreed learner journey
- The accuracy and consistency of assessment decisions between assessors (where applicable, such as internally assessed qualifications)
- Assessors are consistent in their interpretation of qualifications or national occupational standards (where applicable, such as internally assessed qualifications)
- Maintenance of documentation audit trails to enable certification and distribution to learners
- Monitoring, review and evaluation for continuous improvement Internal Quality Assurance (IQA) links with the External Quality Assurance Process (EQA) undertaken by ILM's External Verifier.

Our Centre's Internal Quality Assurance (IQA) processes follows best practice principles to ensure its rigour, from conception and design of our programmes, recruitment of learners and team members, to delivery, assessment, and evaluation through to certification.

We are committed to recruiting and selecting occupationally qualified team members for the provision of feedback, on-going support and development.

All team members, and where appropriate, candidates will have access to our policies and procedures, including: equal opportunity policies, health & safety, special assessment arrangements and regulatory requirements where relevant. All new team members will be given access to the shared file containing these policies and are required to familiarise themselves with them and follow them at all times.

### Roles and Responsibilities

#### Role of the deliverers/tutors

The role of the deliverer/tutor is to ensure that the programme design is fit for purpose and that indicative content of a unit is delivered ensuring the learner can meet all the unit learning outcomes and assessment criteria. The role of the deliverer/tutor is to engage, motivate and provide key information to learners such as the assessment schedule, assessment and mark sheet and sufficiency descriptors. They will provide formative feedback on assessments. The deliverer/tutor sometimes is required to perform the role of the Assessor, provided they are suitably qualified. Should this be the case, the roles and requirements of the assessor are also required to be met.

#### Role of the assessor

The role of the assessor is to decide whether a learner has demonstrated competence and capability. This is achieved by judging the learner's assignment or evidence against all the learning outcomes and assessment criteria. The assessor should provide support and guidance concerning sufficiency of evidence and provide summative written feedback.

- Role of internal quality assurance personnel

The Internal Quality Assurance person has the authority to implement the IQA policy and strategy and report to senior personnel within the organisation to lead to continuous development. These responsibilities are to:

1. Plan and prepare internal quality assurance activities sampling arrangements (detailed below) to ensure and demonstrate that assessment is valid and consistent through monitoring and sampling assessment decisions (where applicable, such as internally assessed qualifications). IQA sampling will take place at various stages in the learners' journey to gain an overall picture of the quality and delivery – from induction to the learner evaluation process and at various interim stages.
2. Organise standardisation activities to aid interpretation of unit specifications, provide guidance and maintain the accuracy, quality and consistency of assessment decisions
3. Provide on-going answering of queries relating to assessment or verification process, special consideration or requirements, constructive feedback and advice on a deliverer's and /or assessor's performance to address any identified areas of improvement and maintain good practice. This entails observation, sampling and checking accuracy and completeness of documentation. Written feedback must be provided to assessors and recorded.
4. Take a key role within the internal appeals procedure and adjudicator in assessment disputes or variances (where applicable, such as internally assessed qualifications). The IQA personnel assessment decision will override the internal assessor's decision.
5. Take a lead role by understanding the legal requirements in terms of maintaining records such as data protection, confidentiality, and secure storage of records, transparency. The IQA personnel will maintain all assessment records meeting ILM's requirements
6. Take a lead role in the evaluation of trends in terms of equality, diversity and where appropriate bilingualism in relation to assessment decisions, monitoring retention and achievement rates.
7. Managing communications, both with deliverers, assessors, senior management and the External Verifier. The IQA personnel's role and associated responsibilities as indicated in the above is key to the implementation of our centre's IQA policy and strategy and is certainly not just about second marking.
8. A sampling assessment risk management strategy which includes standardisation, a process for monitoring, reviewing and evaluating the delivery and assessment from both learners and employer's perspectives plus accurate documentation. Sampling: Planned Sampling will be as follows, although it will be flexible in order to take account of changes in risk. Sampling will use the CAMERA acronym: **C**, candidates or learners – sampling will cover ethnicity, gender, employed full or part time and special arrangements, all referrals; **A**, assessors (where applicable, such as internally assessed qualifications) – sampling will

cover all assessors (where applicable, such as internally assessed qualifications) taking into account a higher risk of new assessors or feedback from EV reports, across all assessment sites, occupational and qualification, experience, evidence of countersigning of unqualified Assessors. **M**, Methods of assessment (where applicable, such as internally assessed qualifications) - sampling will cover all assessments , a higher percentage if the method of assessment has been adjusted in terms of agreed flexible assessment method , questioning. Observation, product evidence, evidence. **E**, Evidence types- written confirmation that assignments evidence is valid, authentic, current, sufficient, plus a focus on any special requirements and identified problem units. **R**, Records – all documents relating to assessments and assessor feedback to learners. **A**, Assessment locations- across different assessment locations, main centre location and satellite centres Interim sampling should be built into the plan and will occur at both the early and middle stages of our qualification assessment.

9. Standardisation meetings will be held prior to new programme commencement and before programme conclusion. The IQA personnel should ensure all assessors are involved including associates and that an agenda is set which covers standardisation of judgements, EQA reports and assessor feedback plus other pertinent issues such as ILM qualification updates. We will retain team member CV's plus CPD records on file. These can either be electronic or paper based. The External Verifier may request to see these during their activities with the centre. Updating knowledge of qualifications and procedures should be on going so CV and CPD records should be updated to capture this.

10) Maintain a staff list of staff delivering and assessing or IQA against each qualification and update ILM of changes at our centre by completing the Centre Update Form available via the online Forms tab within Walled garden. All new team members will have induction to cover our centre policies on internal appeals, H&S, special requirements. Team members must receive feedback on the consistency of assessment judgements and/ or delivery observations. The IQA person will also use learner, employer feedback plus EV reports as a basis for feedback

11. Keep the following as a minimum to ensure clarity of the audit trail

- Registration list
- Induction and enrolment records
- Tutorial records
- Sampling plan
- Assessment tracking record
- Assessment feedback sheets
- IQA feedback documentation
- Standardisation meetings calendar, agenda and minutes from the meetings  
Assessment Appeal records.

## Summary Statement

Director checks feedback from employers and trainees using questionnaires and direct contact via meetings and workshops, audits processes to ensure quality standards are met; this to include Policies (Equality, Safeguarding, Prevent), standards of performance, risk assessments. The outcomes evaluated and action taken to assure quality; this process continues throughout the programme. Any risk to on-time completion of qualification, drop-out or quality issue is addressed. Our programmes are run in partnership with a direct claim ILM Centre and all trainers and programmes are accredited by the ILM as a quality control measure. The ILM also carry out independent checks.

STAFF Performance management process ensures staff are appraised and CPD agreed by the Director. This involves day to day interaction and formal monthly meetings (review, feedback, CPD and objective setting). Feedback from clients, trainees, workshop evaluations, surveys, audits, ILM, trainee assignments and trainer observations; improvement plans are integrated into the performance process and monitored by the Director. Any trends will be addressed organisationally and programme adjustments made (continuous improvement) to ensure quality and timely achievement of qualifications.

SUCCESS At workshops, activities demonstrate the learning derived and participant feedback will confirm this. The trainee project, reports, portfolio and growth will be measured via marking and observation. On a monthly basis trainees will share their learning with their manager and agree how this is to be applied, this measured and reported on by the employer. The assignments will be marked by the ILM giving external measures. End Point Assessment mock exams will be evaluated and ultimately success at the final assessment and overall application of learning in the workplace/return on investment. All these measures will be used as quality improvement initiatives and implemented immediately.