



# Apprenticeship IQA Policy

## Document Control

Date	Revision Amendment Details	By Whom
April 2015	Adult Learning Policy written and approved	TEFAT Directors
Sept 2017	Amendment linked to awarding body guidance	TEFAT Ops Team
Oct 2019	Amendment linked to RoATP application	Programme Director
November 2021	Amendment linked to awarding body guidance	Apprenticeship Management Group
February 2022	Amendment linked to awarding body guidance	Apprenticeship Management Group
June 2022	Separated key policies in line with NCFE EQA recommendations	Apprenticeship Management Group
June 2024	Updated IQA details	Head of Apprenticeships

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## Related Policies and Documents

- [Equality Act 2010](#)
- [Apprenticeship Adult Learning Policy](#)
- [Apprenticeship Conflict of Interest Policy](#)
- [Apprenticeship Malpractice and Plagiarism Policy](#)
- [Apprenticeship Complaints Policy](#)
- All TEFAT HR Policies (for those apprentices directly employed by TEFAT)
- NCFE Regulations for Controlled Assessments
- NCFE Regulations for Controlled Assessment - Functional Skills March 2022
- NCFE Assessment and Internal Quality Assurance Guidance
- Open Awards Guide to Assessment and Internal Quality Assurance

## Definitions

- Where the word 'Trust' or "TEFAT" is used in this document it refers to The Elliot Foundation Academies Trust.
- Where "IQA" is used in this document it refers to Internal Quality Assurance
- Where "EQA" is used in this document it refers to External Quality Assurance

## Mission Statement

- To work in partnership with employers and apprentices to provide high quality, inclusive training.

## **Elliot Foundation Academies Trust Values**

### **1. Put children first**

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

### **2. Be safe**

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff

### **3. Be kind & respect all**

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others

### **4. Be open**

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

### **5. Forgive**

- a. We all make mistakes
- b. Admit them, learn from them and move on

### **6. Make a difference**

- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others

## **1. Policy statement and objectives**

- 1.1. TEFAT has established this policy in order to provide procedures and guidance with regards to TEFAT's IQA strategy with regards to adult learning qualifications.

## **2. IQA Procedure**

### **2.1 *Aim***

To ensure assessment practices and decisions of QCF units are regularly reviewed and evaluated to ensure the validity of the awards.

### **2.2 *Role and Responsibilities IQA***

The Lead IQA will be responsible for:

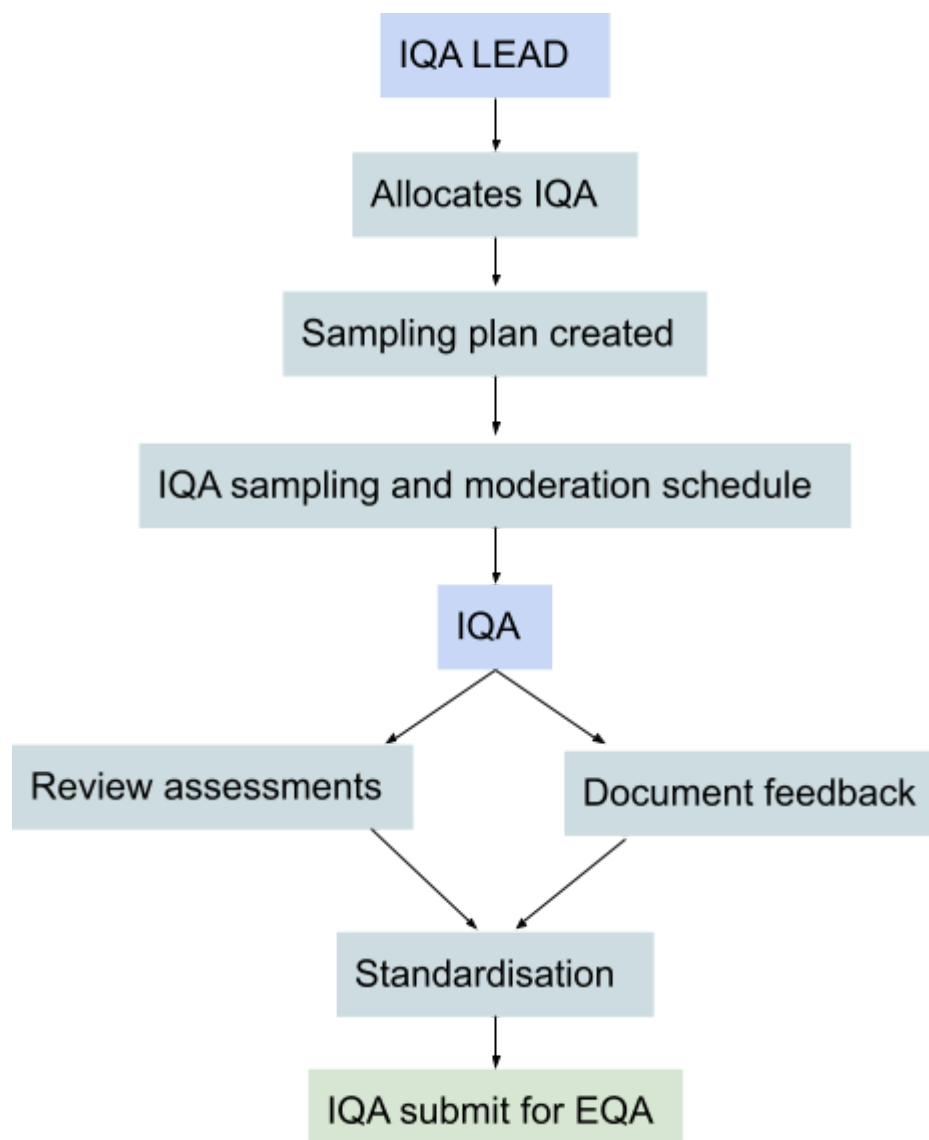
- planning the IQA schedule in the Curriculum Development Plan for each programme
- monitoring the internal quality assurance process

The Lead IQA is Jo Djora.

Each IQA is responsible for:

- evaluating assessors' decisions by sampling assessments
- supporting and advising assessors in order to develop practice
- monitoring the conduct of assessment in line with NCFE and Open Awards regulations
- sampling evidence to verify assessment decisions
- assuring the quality of the systems and procedures used for assessment and IQA
- maintaining current records
- providing information for analysis
- following the IQA schedule in the Curriculum Development Plan for each programme.
- identifying good practice of assessors
- highlighting any areas for improvement in assessments

### 3. IQA Strategy



The sample will include all assessment sites/locations, all candidate cohorts and all units.

The full range of assessment methods used for any one unit will be sampled.

Assessment decisions of all assessors will be sampled, with more decisions of inexperienced assessors sampled for the first 12 months. The IQA should also take into account the relative assessment workload of individual assessors and sample proportionately.

The sampling strategy takes into account the following:

- The size of sample needed to ensure reliability
- The various assessment methods used
- The number, experience workload and location of assessors

- The range of assessment sites
- The candidate cohorts (full time, part time, different start dates)
- Unit levels and credit values
- New or revised units
- All units - and particularly problematic units
- Reasonable adjustments
- Issues arising from previous verification

## 4. Sampling and Standardisation

### 4.1 Verifying Assessment through Sampling

Sampling assessments will include reviewing the quality of the Assessors' judgements at the interim stage (during the delivery of the unit) and the summative stage (at the end of delivery of the programme).

The IQA must ensure that the work is not only assessed at the end of the programme.

### 4.2 Interim Sampling

The IQA will:

- Review assignments to ensure that learners do have the opportunity to meet all the assessment criteria
- Review the assessment schedule
- Review some candidate work before decisions have been made on any unit
- Review the feedback given to candidates by Assessors
- Review the assessment of activities (which may not be repeated) such as performance, a group discussion, a practical task, an exhibition, role play, question and answer
- Review portfolios with one or two completed units
- Review the effectiveness of assessment planning
- Identify any training needs of assessors
- Identify good practice
- Provide feedback to assessors with regards to good practice and areas of development

### 4.3 Summative Sampling

Involves reviewing the quality of the assessment decision by evaluating how the Assessor has reached that decision.

The IQA must be able to follow an audit trail which clearly demonstrates that the Assessor has checked that the evidence presented meets the following criteria:

- Valid - relevant to the standards for which competence is claimed
- Authentic - produced by the candidate or witness
- Reliable - accurately reflects the level of performance which has been consistently demonstrated by the candidate
- Current - sufficiently recent to be confident the same level of skills/understanding/knowledge exists at the time of the claim



- Sufficient - meets in full all the requirements of the standards

IQAs must not make assumptions about any aspect of the above criteria. Recording of questioning of the candidate by the assessor and checking the authenticity of witness testimonies by the assessor is expected.

#### 4.5 **Monitoring assessment**

The IQA will monitor all assessors each academic or calendar year either by professional discussion or by review of the quality of assessment records.

#### 4.6 **Standardising assessment Judgements**

The IQA will conduct a standardisation review involving all assessors in the team. Standardisation meetings are planned as part of the IQA strategy. Notes of standardisation meetings, documenting the methodology and outcomes of the process are recorded and shared.

### 5. **Documentation**

- 5.1 The correct Awarding Organisation proformas for IQA should be used in all instances. Proformas and recording documentation should be made available to all Tutors, Assessors, IQA, EQA and Awarding Organisation personnel as required and upon request.
- 5.2 Written feedback will be provided to assessors sampled.
- 5.3 Centre records will be securely stored for 3 years.

### 6. **Developing and Supporting Assessors**

- 6.1 The IQA will ensure that all the assessors have copies of recording documentation, are aware of the IQA process and understand their role within it.
- 6.2 All assessors will receive induction training to encompass:
  - a) qualification specification
  - b) assessment criteria
  - c) assessment methods with exemplar materials
  - d) confidentiality
  - e) acceptable use of ICT
  - f) Health and Safety
  - g) Safeguarding
- 6.3 Trainee assessors will co-assess with an experienced assessor until the Lead IQA is satisfied with the assessment judgements made.
- 6.4 100% of trainee assessor judgements will be sampled until the Lead IQA is satisfied with the assessment judgements made.

- 6.5 All assessors are required to undertake annual CPD regarding each programme they are working on. Assessors are required to complete the CPD log to record any professional development. Professional development can include:
- a) work placement
  - b) shadowing
  - c) study
  - d) reflection
  - e) research
  - f) qualifications
  - g) online training programmes
- 6.6 A risk rating of assessors is completed annually, unless an incident arises which causes the risk to be regraded. Increased sampling and support will be identified where assessors are graded red or amber.
- 6.7 The IQA will provide assistance and advice to assessors about candidates with special assessment needs.

#### **6.1 Managing Quality of Delivery**

The IQA provides a quality assurance role at TEFAT by ensuring that assessment and internal verification documents are completed correctly, according to the procedures and are filed in the course file. All candidate assessment records, records of internal verification activity (including records of meetings) and records of certificates claimed will be retained for three years and made available to the regulatory authorities upon request. Samples of learners work will be retained for two years. The IQA provides a link between the team of Assessors, the EQA and the Awarding Body.

### **7. Quality Assurance for Delivery of Qualifications**

#### **7.1 Staffing**

- 7.1.1 All staff delivering NCFE qualifications will be appropriately qualified to at least the level of the unit, but wherever possible to a level above.
- 7.1.2 All staff are experienced in role and follow all safer recruitment procedures.
- 7.1.3 All staff have qualifications and experience of assessing.
- 7.1.4 All staff will receive ongoing CPD, a log of which is kept.
- 7.1.5 All staff are part of the annual appraisal cycle in order to maintain quality.

#### **7.2 Teaching and Learning**

All teaching and learning will be routinely monitored by centre management.

Lessons are observed to monitor teaching and learning.

Course evaluations will be conducted by the learners and employers to ascertain the quality of the teaching from a learner and employer perspective. Evaluations will be recorded and analysed and reported to governance.

## **10. Commitment**

All apprenticeship staff are required to adhere to the apprenticeship assessment policy and all other associated policies throughout the duration of their employment.