

# Internal Quality Assurance Policy



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| <b>Approved by:</b>   | Senior Leadership Team | <b>Date:</b> 2nd February 2022       |
| <b>Signed by:</b>     |                        | <b>Position:</b> CEO                 |
| <b>Last reviewed:</b> | February 2022          | <b>Next review due:</b> October 2023 |

## Monitoring arrangements

All Policies relating to the delivery of assessments and examinations will be reviewed bi-annually and approved by the Senior Leadership Team. However, the awarding organisation's latest guidance will be reviewed each Autumn term to ensure there have been no relevant changes. The SLT will then amend and approve the policy as required.

## Functional Skills & Internally Assessed Qualifications

This document outlines the Internal Qualification Assessors (IQA) role within Inclusion Hampshire.

### Aims:

The IQA will ensure consistency, transparency, reliability and validity of assessment processes, ensuring that standards and specifications are implemented/achieved.

They will ensure IQA procedures are open, fair and free from bias and that assessors adhere to awarding body assessment specifications.

Inclusion Hampshire is a small organisation with a yearly cohort of between 30-45 learners undertaking assessments. As an organisation we are able to ensure standardisation across our small team of Tutors and assessors by the IQA via:

- Monitoring the assessors performance to ensure that assessments are conducted properly.
- Ensuring consistency across assessed work in line with awarding body assessment specification.
- Providing meaningful feedback to the assessors.

The IQA's for Inclusion Hampshire are :

Matthew Atkinson, Head of Pre-16 Learning

Marie Greenhalgh, Head of Post-16 Learning

### Role of IQA:

- Overseeing the implementation and effective delivery of all programmes
- Ensure the effective use of Initial Assessment results and outcomes in order to place learners onto the correct level of programme
- Ensuring effective planning is in place prior to the process of registration
- Line management of the tutors
- Effective administration of registration, test entry and examination arrangements through awarding body
- Academic leadership for Functional Skills and Internally Assessed qualifications.
- To improve teaching and learning through performance management and appropriate personal development of staff
- To evaluate the quality of the provision through self-assessment and to use the finding to promote and develop capacity for sustainable improvement
- To successfully plan, establish and manage the curriculum and learning programmes to meet the needs of learners
- To actively promote equality and diversity and safeguarding at all times to ensure an inclusive and thriving learning environment for learners to succeed and progress in
- To ensure that the subject, curriculum and tutors undertake a robust approach to the development and delivery of all qualifications. Through positively promoting and enabling staff to work closely with the IQA to attend any training opportunities that arise and thereby take ownership for the embedding of these skills into their programmes at all levels.
- To ensure that the quality of all teaching and learning is monitored throughout Inclusion Hampshire

## **Standardisation:**

We will hold regular standardisation and team meetings with assessors, tutors and the IQA. As a minimum, these will be on an annual basis. However, neither IQAs nor assessors or tutors should wait until the meeting if they have identified a significant area for development. Such issues should be directed to the Lead IQA as a matter of urgency. The lead IQA must document all of these instances and store the evidence in the standardisation folder.

The findings of standardisation meetings will be used to inform annual appraisals, and training and development needs. They will also be used to update centre staff on any qualification or Awarding Organisation information.

Example Standardisation Meeting Agenda:

- Actions from previous standardisation meetings
- Resources, H&S, E&D issues, etc.
- Progression and achievement of learners
- Examples of learners work to standardise
- Good practice from assessors and tutors
- Areas for improvements
- Awarding Organisation and qualification updates

## **Sampling Strategy**

With the size of our average annual cohort at Inclusion Hampshire, the IQA aims to review 25% of assessments to ensure that the quality of assessment is maintained. This is open to review depending on the size of the cohort.

## **Teaching Observations**

As part of Inclusion Hampshire's internal quality assurance procedures, assessors and tutors will be observed as a minimum of 2 times per year. All observations will be documented and actions agreed and monitored. If tutors or assessors are inexperienced or new to a particular qualification, they will be observed a minimum of 3 times per year. We will ensure that all assessors, tutors and IQA who deliver, assess and verify on the qualifications we offer are suitably qualified and experienced. All centre staff members will receive access to regular, continuous professional development (CPD). Please refer to our Peer on Peer development handbook for further details on observations within the organisation.