Internal quality assurance Policy

AC003

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## Scope and Purpose

* 1. This policy relates to both internal and external quality assurances applied to the provision of education and assessment.
  2. It includes quality procedures for the planning, delivering and assessing of material in collaboration with internal quality assessors, external verifiers and awarding bodies; Parity and quality will be maintained in relation to meeting competencies and learning outcomes.
  3. This guidance outlines how quality and parity will be attained in relation to marking and moderation of assessed work to provide a robust and trustworthy results.
  4. Quality regarding teaching and assessment will also be covered as part of this document.

## Programme Planning

* 1. Planning per qualification/assessor/evidence type and unit is to be planned at the start of each course by the academic development lead and IQA.
  2. Sampling, assessment plans and schedules should be agreed prior to the commencement of the course and this should be documented as part of programme planning.

## Assessment Judgements – Standardisation

* 1. Where more than one tutor/assessor is marking an assessment, a parity meeting should be held prior to marking the work to ensure consistency of marking. Where clarification is required, the IQA should be consulted, and the decision documented on the moderation proforma.
  2. Twice a year (minimum), all staff involved in the delivery and quality assurance process to attend and contribute, led by quality and delivery managers. Minutes should be recorded and kept for external review.
  3. Support should be provided for the development of all members of the assessment team, and they are to have:
* Copies of awarding bodies Qualification Specifications and assessment requirements
* All information produced by Chequers Academy in connection with the assessment process, including guidance to learners, records/report forms.
* Information about appeals, equal opportunities, health & safety, quality, safeguarding, and any other relevant policies applicable within the Centre.
* Information about awarding bodies and the appointed External Verifier/s
* Information about the learners, including special learning or assessment needs
  1. All new tutors/assessors should participate in a thorough induction and coaching process. This will involve feedback being provided to tutors/assessors, to be included in an ongoing professional development plan.

## Assessments



### Development of Assessments

* + 1. The type of assessment, the assessment weighting and which learning outcomes are being assessed should be clearly identified. Where there is a validated module specification, this should be adhered to.
    2. It is important to use the correct terminology in the assessment briefs and examination questions. For example, at Level 3 and HE4, students are expected to explain, discuss and summarise. At HE5 students are required to analyse, appraise and contrast. At HE6 and HE7, synthesis, critical appraisal and critical evaluation is required.
    3. Briefs for written assessments, submission dates and exams will be available to the learner as part of programme documentation and will be updated on the Chequers Academy website. Assessment briefs and examination papers, as well as refer assessment briefs and re-sit examination papers should be prepared and moderated in advance of the start of each teaching period.
    4. Once assignment briefs are moderated, they can be distributed to students. It is important to provide adequate guidance to students to ensure they fully understand the requirements of assessments before they start work on these. Opportunities to clarify any queries from students should also be presented whilst they prepare assessments.

### Marking Completed Work

* + 1. Assessments should be submitted through the Chequers Academy LMS system unless otherwise specified/agreed.
    2. The tutor/assessor is responsible for formatively and summative assessing the learner’s work competence each unit and providing formal feedback.
    3. Chequers Academy will ensure that candidates are aware of:
* The qualification they are working towards and the associated assessment process
* The progress that they are making toward achievement
* Their right to unit or module certification (where the qualification allows this)
* Their own role in meeting the assessment requirements
* The role of their Tutors/Assessor(s)
* The appeals procedure
* How to request additional support for learning needs that are unable to be met
  + 1. Where possible, a system of anonymous marking will be utilised. Learners should however include a cover page that states the programme name, unit name and student number.
    2. Evidence must be confirmed by assessors and subsequently IQA’s as being:
* Valid – relevant to the standards for which competence is claimed
* Authentic – Produced by the candidate
* Current – Sufficiently recent for assessors to be confident that the same level of skills, understanding or knowledge exists at the time of claim
* Sufficient – meets in full all the requirements of the standards
  + 1. Extensions for assignments up to and including 14 calendar days should be requested in writing to the academic tutor. Evidence should be supplied to support the application.
    2. Extensions over 14 calendar days need to be requested at examination board level – this should be discussed with the academic tutor.
    3. Penalties may apply for late work where no extension is granted, this will be outlined in the course documentation. Some students with registered disabilities may be eligible for revised submission deadlines which should be requested in writing at the start of the unit.
    4. A marking scheme will be made available alongside the assessment brief where applicable. This shows to the student and moderators why marks are awarded. Feedback and feedforward should be related to learning outcomes and to academic development to facilitate learner reflection.

### Mark Inputting

* + 1. It is the responsibility of the marking tutor to record individual learner grades on internal systems and to accurately communicate grades to awarding bodies following exam boards. This should only be done once both internal and external moderation has been completed and grades agreed.

## Internal Moderation

* 1. Chequers Academy is committed to providing an accurate representative spread of sampling from all courses. The sampling includes:
* Monitoring at interim and summative stages or post certification
* All Centre marked assessment components and test papers
* All assessment methods
* A representative spread across registered candidates for all awarding bodies
* Decisions from all tutors/assessors.
  1. Internal moderation should be undertaken by a “critical friend” using the standard moderation proforma for exams/assessment brief (Appendix 1 & 2). The internal moderator who acts as “critical friend” is usually an academic colleague who has some knowledge of the subject area. It is important to ensure the assessment brief/exam paper has been thoroughly internally scrutinised and necessary revisions made before it is sent to the External Examiner. A specification should be provided for moderation to enable the internal moderator to ensure suitability as an assessment. Electronic copies of examination papers should be encrypted.
  2. A sample of marked work should be internally moderated using the standard moderation proforma (Appendix 3). Internal moderators do not need to fully mark the work for a second time but examine how accurately the sample is marked overall (in line with the learning outcomes and assessment criteria) and comment on grades awarded and quality of assessment feedback (both on Assessment Feedback Proformas and on scripts).
  3. If a moderator feels that a piece of work should warrant a mark of more than 5% or less than 5% of the original mark allocated, then a discussion should take place with the marking tutor and an agreement reached as to what is appropriate. If an agreement cannot be reached, then a third moderator can be called upon to adjudicate, supported by the IQA. Individual marks for work in a given sample of assessment should not be changed as this may advantage or disadvantage those included in the sample. There may however be a recommendation to moderate the entire cohort’s marks up or down – or if it is felt that marking is inconsistent, then revisit the marks for every assessment.
  4. Any repeated internal quality assurance sampling that identifies the assessor has signed off work where the IQA does not feel competence has been displayed by the candidate, will result in a copy of the report to be sent to the quality assurance lead, who will ensure that the person observed is supported by their IQA.
  5. Sample for internal and external moderation = A range of assessments including high grades, fails + borderline cases (minimum square route of total and at least 4 scripts – or all scripts if the class size is less than 4).
  6. The registration lists will facilitate an effective path to fair sampling.

## External Moderation

* 1. Assessments included on the internal moderation should be sent to the external moderator. In addition, all second submissions that do not pass should be added to the sample for confirmation that learning outcomes have not been met on the second attempt. The sampling plan can be revised when changes take place with assessors or learners.
  2. The external moderator may establish their own sampling plan in agreement with the IQA. Sample size may also be determined by the Qualification Quality Rating – Tariff allocated to every programme delivered by awarding bodies.
  3. A central record of approvals/comments should also be kept.

## Tutor/Assessor Observations

* 1. The internal quality assurance sampling involves reviewing the quality of tutor/assessor judgements at both formative and summative stages. This includes reviewing learner portfolios during delivery and before decisions have been made on any unit and learner feedback has been given. It will include checking the planning, review and feedback given to learners by assessors and will enable the IQA to evaluate the quality of formative guidance on assessment and to pick up any problems at an early stage. It will also highlight individual assessor needs which in turn may be used to develop the assessment team as a whole and brought up in future standardisation meetings.
  2. Tutor/assessor observations should be planned for once a year unless it is felt following this review that repeat observations are required. A feedback report should be provided to the tutor/assessor with appropriate recommendations for development. Where development needs are identified during an observation or formal discussion, an action plan should be developed in collaboration with the tutor/assessor, and/or an IQA/member of the management team. Both Chequer’s Academy and the tutor/assessor should receive a copy of the proforma. This can be used to facilitate appraisals.
  3. The observations will be completed at various points during the year by either a qualified peer or an IQA.
  4. Assessors/Tutors should be provided with Awarding Body course specification, schemes of work, lesson plans, action plans, course feedback forms, and teaching and learning materials.
  5. This policy will be available to all awarding bodies and external verifiers in order that they can establish their external quality assurance sampling plan prior to any Centre visit or annual review.

## Invigilator Assurance

* 1. As a minimum, the Centre will ensure:
* All new Invigilators complete relevant training
* All Invigilators are observed at least once per calendar year.
  1. To document the quality assurance of invigilation, the centre will:
* Ensure the observations are completed by a Centre representative who is registered with the awarding organisation
* Ensure the observer observes the whole test session
* Ensure the Invigilator Observation Reports are completed and signed at the time of the observation
* Retain the reports
  1. If issues are identified with any of the observations, there is a requirement that feedback is provided to the Invigilator, and corrective action taken. This may include further training on areas of weakness. It may also be appropriate to conduct a further observation to check that improvements have been made.

## External Quality Assurance Meetings (EQA):

* 1. The Academic Development Lead is responsible for collating assessor observations and learner feedback for external quality assurance meetings as and when an awarding body requests it.
  2. Requests for any supporting documentation or evidence should be facilitated and documentation should be made available as requested.

## 

## Monitoring

* 1. We will maintain and review the records of all learners in order to monitor the progress of this policy.
  2. Monitoring may involve:
     1. the collection and classification of information regarding the race in terms of ethnic/national origin and sex of all learners.
     2. the examination by ethnic/national origin and sex of the distribution and success rate of learners; and
     3. recording enrolment and training records of all learners, the decisions reached and the reason for those decisions.
  3. The results of any monitoring procedure will be reviewed at regular intervals to assess the effectiveness of the implementation of this policy. Consideration will be given, if necessary, to adjusting this policy to afford greater equality of opportunities to all applicants and learners.
  4. Monthly information share between the management team to report on any issues/achievements that need to be addressed.

## Policy Review

This policy will be reviewed on a three-year cycle. However, where legislation is updated, the policy will be reviewed accordingly.

## Document Control



### Confidentiality Notice

* + 1. This document and the information contained therein is the property of Chequers Health Group Ltd.
    2. This document contains information that is privileged, confidential or otherwise protected from disclosure.
    3. It must not be used by, or its contents reproduced or otherwise copied or disclosed without the prior consent in writing from Chequers Health Group.

### Document Revision and Approval History

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Version** | **Date** | **Created By / Updated By** | **Approved by** | **Comments** |
| 1 | 22/08/2024 | J. MacGregor |  | New policy release |

As with all Polices, protocols and procedures, this policy is a working document and may be changed from time to time. Any changes will be communicated accordingly within the organisation

## Policy Screening

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Policy Title: Internal Quality Assurance Policy | | | | | | | |
| Policy Content:  For each of the following check whether the policy under consideration is sensitive to people of a different age, ethnicity, gender, disability, religion or belief, and sexual orientation?  The checklist below will help you to identify any strengths and weaknesses of the policy and to check whether it is compliant with equality legislation. | | | | | | | |
| 1. Check for DIRECT discrimination against any minority group of LEARNERS: | | | | | | | |
| Question: Does the policy contain any statements which may disadvantage people from the following groups? | | Response | | Action required | | Resource implication | |
| Yes | No | Yes | No | Yes | No |
| 1.0 | Age? | No | | No | | No | |
| 1.1 | Gender (Male, Female and Transsexual)? | No | | No | | No | |
| 1.2 | Learning Difficulties / Disability or Cognitive Impairment? | No | | No | | No | |
| 1.3 | Mental Health Need? | No | | No | | No | |
| 1.4 | Sensory Impairment? | No | | No | | No | |
| 1.5 | Physical Disability? | No | | No | | No | |
| 1.6 | Race or Ethnicity? | No | | No | | No | |
| 1.7 | Religious Belief? | No | | No | | No | |
| 1.8 | Sexual Orientation? | No | | No | | No | |
| TOTAL NUMBER OF ITEMS ANSWERED ‘YES’ INDICATING DIRECT DISCRIMINATION = 0 | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2. Check for INDIRECT discrimination against any minority group of LEARNERS: | | | | | | | |
| Question: Does the policy contain any conditions or requirements which are applied equally to everyone, but disadvantage particular people because they cannot comply due to: | | Response | | Action required | | Resource implication | |
| Yes | No | Yes | No | Yes | No |
| 3.0 | Age? | No | | No | | No | |
| 3.1 | Gender (Male, Female and Transsexual)? | No | | No | | No | |
| 3.2 | Learning Difficulties / Disability or Cognitive Impairment? | No | | No | | No | |
| 3.3 | Mental Health Need? | No | | No | | No | |
| 3.4 | Sensory Impairment? | No | | No | | No | |
| 3.5 | Physical Disability? | No | | No | | No | |
| 3.6 | Race or Ethnicity? | No | | No | | No | |
| 3.7 | Religious, Spiritual belief (including other belief)? | No | | No | | No | |
| 3.8 | Sexual Orientation? | No | | No | | No | |
| TOTAL NUMBER OF ITEMS ANSWERED ‘YES’ INDICATING DIRECT DISCRIMINATION = 0 | | | | | | | |

## Appendix 1

**Exam Moderation Form**

*To be completed by the exam author prior to sending to the internal moderator*

|  |  |
| --- | --- |
| **Qualification:** |  |
| **Unit Name and Code:** |  |
| **Assessment Name:** |  |
| **Link to Specification (if applicable)** |  |
| **Exam Author:** |  |
| **Date sent to internal moderator:** |  |

*To be completed by the internal moderator*

|  |  |
| --- | --- |
| **Are the following included on the front of the exam:** | **Y/N** |
| **Date, time and length of exam**  **Clear exam instructions**  **Mark allocation** |  |
| **Does the exam align with the requirements of the specification?** |  |
| **Does the exam give the learner the opportunity to meet learning outcomes?** |  |
| **Does the exam reflect current theory/practice/evidence base?** |  |
| **Are questions relevant to the course content and the level of study?** |  |
| **Are the exam questions worded in an easily understandable way? (Understandable for those who do not speak English as a first language)** |  |
| **Are learners given a reasonable opportunity to meet the learning outcomes within the time constraints set?** |  |
| **Any further comments, changes or recommendation:** | |
| **Internal Moderator name & signature:** | |
| **Date of Internal Moderation:** | |

*To be completed by the external moderator*

|  |
| --- |
| **External Moderator’s Comments** |
| **Do you have any comments, changes or recommendations?** |
| **External moderator name & signature** |
| **Date of External moderation** |

## Appendix 2

**Assessment Brief Moderation Form**

*To be completed by the assessment brief author prior to sending to the internal moderator*

|  |  |
| --- | --- |
| **Qualification:** |  |
| **Unit Name and Code:** |  |
| **Assessment Name:** |  |
| **Link to Specification (if applicable)** |  |
| **Author:** |  |
| **Date sent to Internal Moderator:** |  |

*To be completed by the internal moderator*

|  |  |
| --- | --- |
| **Are the following included in the brief:** | **Y/N** |
| **Weighting**  **Due date**  **Learning Outcomes**  **Activity Instructions**  **Specific Assessment Criteria**  **Guide to the number of resources to be used in the assessment** |  |
| **Does the assessment brief align with the requirements of the specification?** |  |
| **Does the assessment give the learner the opportunity to meet all learning outcomes?** |  |
| **Does the assessment reflect current theory/practice/evidence base?** |  |
| **Does the assessment use appropriate verbs for the level of study?** |  |
| **Is the assessment worded in an easily understandable way? (Understandable for those who do not speak English as a first language)** |  |
| **Is the specific assessment criteria clear and accurate?** |  |
| **Are there clear instructions for submission?** |  |
| **Any further comments, changes or recommendation:** | |
| **Internal Moderator name & signature:** | |
| **Date of Internal Moderation:** | |

*To be completed by the external moderator /EQA*

|  |
| --- |
| Do you have any comments, changes or recommendations? |
| **External moderator name & signature** |
| **Date of External moderation** |

## Appendix 3

**Assessment Moderation Form**

*To be completed by the marking tutor prior to sending to the internal moderator*

|  |  |
| --- | --- |
| **Qualification:** |  |
| **Unit Name and Code:** |  |
| **Assessment Name:** |  |
| **Marking Tutor(s):** |  |
| **Internal Moderator(s):** |  |
| **Date of Moderation:** |  |

|  |  |
| --- | --- |
| **Total Number of Assessments Submitted:** |  |
| **Number in Sample for Moderation:**  *This should include a range of assessment grades. The sample of work should be the square root of the total number of assessments, with a minimum of 4 examples.* |  |

|  |  |  |
| --- | --- | --- |
| **Assessment Identifier and Link** | **Internal Moderator Comments** | **Agreed Mark** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*To be completed by the external moderator*

|  |
| --- |
| **External Moderator’s Comments -** Relating to grades awarded and assessment feedback |
|  |
| **External moderator name & signature** |
| **Date of External moderation** |