UK Versity
Education That Empowers Lives

INTERNAL QUALITY ASSURANCE POLICY

EFFECTIVE DATE **:** **10 NOVEMBER 2014**

REVIEWED BY **:** **QUALITY MANAGER**

NEXT REVIEW **:** **NOVEMBER 2020**

POLICY NUMBER **:** **QA-11**

Internal Quality Assurance Policy

Scope of the Policy

Aims:

To ensure that:

- Assessment is accurate, consistent, current, timely, valid, authentic and to Awarding Body standards.
- Assessment instruments are fit for purpose.
- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- Assessment is part of an audit trail of learner achievement records.
- To ensure that there is accurate and detailed recording of internal verification decisions.
- Feedback is provided to inform centre quality improvement.
- To ensure that the internal verification procedure is open, fair and free from bias.

Definitions/Terminology

Internal Verification: A centre devised quality assurance process which assures the assessment against the accrediting body unit grading criteria and that assignments are fit for purpose.

External Verification: A regular process operated by the awarding body and used to check centre assignments and assessment against accrediting body standards. Internal verification processes and centre resources are reviewed and reported upon.

Sample of Learner Work: External verification is based upon the scrutiny of assessed learner work. The volumes of samples required is prescribed by the external verifier and varies according to numbers of learners and sector programmes a centre operates.

Responsibilities

Quality Nominee (QN): Ensures that centre internal verification and standardisation processes operate, and acts as the centre coordinator for external verification between the awarding body and course teams. The QN

ensures External Verifier reports are monitored and any remedial work carried out.

Internal Verifier (IV): A Lecturer/assessor able to verify assessor decisions and validate assignments. The internal verification records findings, gives assessor feedback, and oversees remedial action.

External Verifier (EV): The EV verifies the quality of the centre's assessment and internal verification.

Tutor Briefing: All assessors and IV's require periodic briefing on accrediting body processes.

Verification schedules: Annually agreed to cover all assessors. Assessment schedules should be drawn up and monitored through the year.

Internal verification of assignments: Carried out before use to ensure that they are fit for purpose, and that any recommended action is taken.

Internal verification of learner work: Should verify sufficient to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner.

IV records: Are correctly maintained in a secure place after certification. Centres should use standard forms for the process: see awarding body web sites.

Links: Internal verification processes need to articulate with appeals processes, and authenticity of learner work requirements.

External Verification: Centres need to have in place monitoring and review procedures for external verification outcomes. Procedures are required to deal with actions required by the EV.

Procedures

UK Versity Online has procedures in place to:

- Ensure that all centre assessment instruments are verified as fit for purpose.

- An appropriately structured sample of assessor work from all programmes, sites and teams are verified, to ensure centre programmes conform to the awarding body standards and external verification requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised internal verification documentation
- Use the outcome of internal verification to enhance future assessment practice.

Details of all the internal verification processes and procedures linked to internal and external verification can be found in the ATHE Quality Documents on its website - http://quartzhost.porticoconsulting.co.uk/

Details of all the internal verification processes and procedures linked to internal and external verification can be found in the OTHM Quality Documents on its website - http://quartzhost.porticoconsulting.co.uk/

Details of all the internal verification processes and procedures linked to internal and external verification can be found in the DMI Quality Documents on its website – https://portal.digitalmarketinginstitute.com/auth

Details of all the internal verification processes and procedures linked to internal and external verification can be found in the NCFE Quality Documents on its website – There is additional guidance provided by NCFE under the IQA strategy, which is followed for all NCFE qualification. https://portal.ncfe.org.uk/Login.aspx?ReturnUrl=%2f This is attached in appendix for

Details of all the internal verification processes and procedures linked to internal and external verification can be found in the Pearson Quality Documents on its website – https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html

NCFE Annexure – IQA Strategy

Internal Quality Assurance Strategy and Sampling Guidance

The purpose of internal quality assurance is to make sure that the standards for the qualification are being reached and also maintained throughout the delivery and assessment of the qualification.

In order to make sure that the process is effective to satisfy the requirements of NCFE and to guide and support the assessment team in the centre, it's essential that a sufficient sample of the work produced by the learners is checked.

The following points should be considered when devising a sampling plan or sampling matrix:

- consider the timing of the sampling – discuss the proposals with the assessment team
- check on the scheme of work when the assessments are due to be submitted and allow sufficient time for marking ie 10-15 days as a reasonable guide
- if the qualification is being delivered for the first time or there are new Assessors it is recommend that a sample of 50% should be carried out. The characteristics of such a sample should include all Assessors, satellite centres, a wide range of learners and all the units being completed.   An example would be 10 learners, 4 units of the qualification, this equates to 40 discrete pieces of work, therefore, 20 pieces of work should be internally quality assured and the findings formally recorded. The findings can be recorded either on a centre devised report form or by using one of the templates available on the NCFE website
- when a qualification or award has been delivered once, then the sampling may be reduced. An example would be 10 learners, 4 units of the qualification, with 2 Assessors, over a spread of learners – sample between 20% - 30%. Although the percentage is not defined, it is expected that the Internal Quality Assurer should be able to gain a 'picture' of the progress and achievements of the learners and also the practices being demonstrated by the Assessor ie providing clear marking, possibly making annotations, providing formative or detailed summative written feedback. It's recommended that the sample is not restricted to 3 or 4 learners, but over the cohort. A wider picture is needed to show consistent practice for upholding the integrity of the qualification and the practices being demonstrated by the Assessor.

Internal quality assurance is considered to be a positive benefit and can result in Direct Claim Status (DCS), frequent grade '1's in the report and increased motivation in the centre teams.

If a centre is ever in doubt about their sampling plan, then they can contact their External Quality Assurer with the query and they will be happy to offer guidance.

As always NCFE are here to help centres and we all look forward to successful cohorts of learners.