

Internal Quality Assurance Strategy

November 2024


Policy Review

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 01.11.24.

It is due for review on 01.09.25 (up to 12 months from the above date).

Signature (CEO)  Date 01.11.24.....

Signature (COO)  Date 01.11.24.....

Version Control

Version	Date	Changes
V1	01/011/24	Original document

1. Introduction

- 1.1. This policy outlines how the Centre (Edit Education) will manage quality assurance within the centre. This policy underpins and supports delivery of qualifications and units. Internal quality assurance is crucial in managing any potential risks to the Centre, protects the integrity of qualifications being delivered and safeguards student interests.
- 1.2. This policy encompasses all processes affecting the student journey, including the recruitment, registration, induction, initial assessment, tracking of progress, assessment practices and achievement recommendation of students.
- 1.3. The purposes of the policy are:
- a) To ensure all stages of the student journey are monitored to ensure quality.
 - b) To ensure assessment practice and outcomes are monitored to ensure compliance with qualification requirements and standards.
 - c) To monitor training of students to ensure compliance with qualification requirements.
 - d) To observe delivery staff practice to monitor effectiveness.
 - e) Recruitment and support of staff (Teachers, assessors and IQAs)
 - f) Continuous Personal Development (CPD) of delivery staff.
 - g) Appeals addressed in transparent and fair manner.
 - h) Assessment practices between Assessors will be standardised.
 - i) Quality improvement will be supported.
 - j) To maintained and managed adequate resources, including physical and staff to support continuous qualification delivery.
 - k) To prevent and investigate Malpractice and maladministration.

2. Who is this policy for?

- 2.1. The intended audience for this policy is:
- a) Students registered at Edit Education.
 - b) Teachers, Assessors and IQAs and other staff at Edit Education.
 - c) The registered Awarding Organisation for the product being delivered.

3. Quality Assurance Processes

- 3.1. To allow an IQA to complete their role effectively, the IQA will play an accountable role in the assessment planning and management process. IQAs will have access to access to staff, students, resources and centre records as required to conduct their role.

Recruitment of Assessors

3.2. The IQA(s) will have active involvement in the recruitment of assessors for the centre. The IQA will participate in interviewing potential assessors and, when appointed, will be responsible for assessor induction into the centre policies and procedures and the qualifications they will be assessing.

IQA Sampling

3.3. IQA sampling must be planned according to risk. This includes:

- a) Assessors, determined by whether they are qualified and their case load of students.
- b) CPD levels and the IQAs confidence in that Assessor's ability from previous IQA activities.
- c) Assessors with a higher risk will be subjected to more IQA sampling.
- d) Levels of sampling must be sufficient to ensure to the integrity of the assessment decisions. Where there is any doubt about assessment decisions the IQA must extend the sample.

3.4. The Centre make use of formative, interim and summative sampling:

- a) *Formative sampling* takes place at the beginning of a student's course and allows for a review of the induction and assessment planning process.
- b) *Interim sampling* allows for student work to be reviewed early on in their programme of delivery and before any decisions have been made regarding unit completion. This allows the IQA to prevent any issues regarding weak Assessor judgements or practice as well as highlighting good practice which can be shared with the wider teaching and/or assessment team.
- c) *Summative sampling* allows for the completed assessment judgements for a qualification to be reviewed by the IQA. This will allow the IQA to sample completion of records, assessment decisions and evidence appropriateness and referencing.

3.5. A documented sampling plan must be completed and be used by the IQA for all sampling activities and the 'CAMERA' method will ensure that the sample is representative. The sample plan will consider the following:

- a) Candidates/Students - A selection of ages, genders, ethnicities etc.
- b) Assessors – Experience and qualifications, workload, occupational experience.
- c) Methods of assessment – All types of assessment methods.
- d) Evidence – All types of evidence collected during assessment.

- e) *Records* – Students and assessment records.
- f) *Assessment sites* – All satellite sites.

3.6. Planning of quality assurance activities and sampling will take place prior to delivery of the qualification programme. This must be documented on an IQA sampling plan.

3.7. When sampling assessed work or observing assessment practice, the IQA will consider:

- a) Qualification requirements have been met (e.g., unit and credit combinations).
- b) Assessment decisions are fair and consistent, both across provision and over time.
- c) Evidence of achievement is valid, authentic, current, reliable and sufficient.
- d) Assessors are providing students with documented clear and constructive feedback.
- e) Students' work, or the Assessor's evidence of assessment decision, is presented in a clear manner that enables effective verification to take place.

3.8. Assessors are not permitted to IQA work they have themselves assessed.

3.9. Following each IQA activity, a report must be completed to document the IQAs findings. The findings from the report must be discussed with the relevant Teacher or Assessor following the IQA activity. A copy of the finalised report should be signed by all parties involved to confirm that they agree with the findings, actions and any recommendations.

3.10. The report should highlight areas of good practice as well as setting any recommendations or required actions for quality improvement. Actions must be set where there are clear weaknesses in the Assessor's practice, and these must be mandatory to address. Recommendations may also be provided by the IQA; however, these are optional for the Assessor to complete. Any actions set must be SMART (specific, measurable, achievable, realistic and time-bound). The IQA must ensure that there is a full audit trail of actions being set, followed up on and addressed to evidence how quality improvement is being completed.

Pre-verification of assessment tasks

3.11. Where 'Centre Devised' assessment tasks are used the IQA must conduct pre-verification of assessment tasks. The IQA must ensure that the task is reviewed prior to its use to ensure that it is an appropriate assessment activity, that it is inclusive to students of all needs, that it meets the principles of assessment and

does not hinder students' ability to achieve the learning outcomes and assessment criteria and the qualifications assessment evidence requirements.

3.12. The IQA will document the pre-verification activity and make the records available to the EQA if requested.

Centre Staff

3.13. The Centre must have sufficient numbers of appropriately qualified and competent Teachers, Assessors and IQAs and the IQA will ensure that there are sufficient staff in place to meet the requirements of all qualifications delivered.

Observations of Assessors

3.14. To ensure Assessors are performing effectively the IQA will observe them conducting assessment activities on, at least, an annual basis. Observations will be documented, and the assessor provided with feedback following the observation activity.

Standardisation Activities

3.15. The IQA must ensure that standardisation of training and assessment practice is conducted as a minimum, twice per year. All assessors and IQAs are required to attend standardisation meetings and participate in the activities.

3.16. Standardisation activities will include:

- a) Reviewing, standardising and approving assessments before use.
- b) Assessors/IQAs being asked to review an actual or simulated piece of evidence and comparing/discussing their responses.
- c) The validity of a particular assessment.
- d) Comparing the same type of evidence across a number of students.
- e) Discussing a new qualification to ensure everyone agrees on their understanding of what is expected and/or asking for further clarification if they do not.
- f) Review of Assessor feedback to students to ensure it is consistent, fair and valid.

3.17. Standardisation meetings and activities must be documented in the form of minutes or meeting notes, retained and provided to an EQA if requested.

Interviews with Students

- 3.18. IQAs will conduct interviews with a sample of students from each cohort to obtain feedback on their experience of assessment. Student feedback will be used to inform quality improvement measures within Edit Education.
- 3.19. Interviews must be at an appropriate to their particular course. It should be far enough into the course for some meaningful assessment to have taken place, but early enough for any issues to be addressed before the students' chances of achievement are compromised. It may also be appropriate to review students who are at different stages, to identify issues with particular parts of the process.

IQA Records

- 3.20. The Centre will ensure that full records of all internal quality assurance records are retained, collated and stored appropriately. Records must show that internal quality assurance activities are taking place regularly to ensure assessment is at the required standard.

Assessor Feedback

- 3.21. IQAs will provide sufficient feedback, support and advice to their Assessors to help them confirm their strengths and to address any areas of weakness. Feedback can be provided face-to-face or remotely over video or phone call if the assessors are remotely based.
- 3.22. Feedback to Assessors will take place following a sampling activity and observation of practice or a review of assessment records. It will be given feedback verbally to allow for the Assessor to ask any questions they have and to confirm understanding of the feedback provided and followed by written feedback. This will ensure that all parties have a record of the feedback in case they wish to refer back to it, as well as for audit purposes.