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Please contact The College if you require a copy of this Policy in an alternative format.

This is a procedure which falls under the Assessment Policy and should be read in conjunction with that Policy.

This procedure is supported by the Quality and Compliance Guide for Teaching Staff and should be read in conjunction with that document

Introduction

The Quality, Compliance & Qualification Development Lead (QCQDL) is the first point of contact for any issues, questions or queries relating to any aspect of Quality Assurance for all Higher Education and Further Education programmes.

The Standardisation and Internal Quality Assurance (IQA) processes and policy referred to in this document apply to all programmes, regardless of level, type of course or student.

This policy does not replace policies, rules and regulations issued by Awarding Organisations (AO), Validating Institutions (VI) and Partner Organisations (such as Employers) and must run in conjunction with Awarding Organisation (AO), Validating Institutions (VI), Professional Body or Partner Organisation requirements.

Regardless of the terminology used by external organisations, the College classes all standardization, internal quality assurance, verification, and moderation activities as subject to this procedure.

Standardisation and IQA can be translated into 4 key processes covering all aspects of assessment practice:

A) Verifying Assessment

- Monitoring assessment practice
- Confirming assessment schedules/plans
- Checking methodology and criteria linked to schemes of work/training plans
- Sampling assessments
- Standardising assessment judgements

B) Standardisation and Internal Quality Assurance

- Planning and facilitating standardisation meetings, including follow up of any actions
- Assuring assessment materials, tasks, and resources
- Contributing to quality assurance for students / candidates and monitoring activities
- Management of AO visits, or preparation of students work for examination by an AO, and follow up on good practice, recommendations, and actions from the relevant AO.
- Evaluating provision in the light of feedback from teams, students, and other stakeholders for example employers

C) Developing and supporting staff who are assessing students or standardising their work.

- Induction to the relevant assessment and Quality Assurance process
- Providing information and feedback to assessing and standardising, including Internal Quality Assurers (IQAs) where relevant.
- Informing and contributing to Continuing Professional Development for all relevant staff
- Ensuring that all staff hold up-to-date and relevant Assessor and IQA qualifications or are working towards them where the AO requires them.
- Ensure that the Quality & Compliance (Q&C) team have been informed of any new staff or other persons involved in the delivery of the qualification.
- Working with the Q&C team, to ensure that all staff are registered with, and approved by, the AO, where necessary.

D) Coordinating requirements for external quality assurance and moderation

- Work with the Q&C, or Exams, team to schedule and coordinate visits and moderation activities.
- Agree/confirm arrangements through the Q&C and Exams teams
- Provide updates and information to students, staff, and AOs
- Ensure deadlines are met.

Management of IQA

It is important that the Curriculum and Standards Manager (CSM) has formal and regular contact with all staff to ensure compliance with the relevant standardisation and internal quality assurance process and outcomes of all programmes within the Curriculum Area.

All courses are expected to take part in standardisation activity regardless of whether IQA activity is also required by the AO. Standardisation of work marked by York College staff which is preparation for examination is required and does not replace IQA activity.

All staff working with AOs which have courses running in several CAs will be expected to take part in cross-college standardisation events organised by the Q&C team and supported by managers from Curriculum Areas.

Information to Students

From the start of their programme, it is essential that students understand how to appeal against assessment decisions and that they know where to find this information. **Appendix 2a** is a flow chart which should be given to all students electronically at the start of their course. It will be included in all student handbooks.

Where assessment is portfolio based it is suggested that the flow chart be included as evidence of Fair and Reliable Assessment. Inclusion of this chart will support External Quality Assurance visits.

Students studying vocational courses appeal using the **AP01a** form. For examined courses (GCSEs, A Levels, T Levels, Apprenticeship Standards) appeals are made using the **AP01b** form.

The relevant form should be given to students electronically at the start of their course.

1. Principles, and responsibilities, of Standardisation and Internal Quality Assurance.

An effective system will benefit students by ensuring fair and reliable assessment decisions, free from discrimination, which consider students' assessment needs. An effective system will also ensure that students understand the assessment process.

Appendix 3 models sampling for all qualifications. The process must be completed before any marks/ grades are returned to students so that Standardisation and IQA for a course is an iterative process leading to summative assessment points. For examined courses, standardisation must occur whenever a whole cohort are completing activity which mimics the final assessment e.g. mock examinations.

Curriculum and Standards Managers are responsible for the Standardisation and IQA process within their Curriculum Area and must ensure that all qualifications are completing appropriate activity. They must notify the Quality, Compliance & Qualification Development Lead (QCQDL) when presenting new programmes at course file, by completing the Course Approval Form, and informing the QCQDL if a course is withdrawn. They must appoint staff to act as IQAs/Standardisation leads as appropriate to their qualification. The CSM is responsible for ensuring assessments are in line with national standards and Awarding Organisation requirements, with the assistance of the Standardisation/IQA leads they appoint.

The role of the Standardisation lead or Internal Quality Assurer (IQA) is to verify the consistency and quality of assessment usually within a vocational or subject area. The expectations re outlined in **Appendix 5**. There may be occasions when a programme is run across College and will become the responsibility of a single IQA or a team of IQAs. In such cases, QCQDL will agree with relevant CSM's who will act as IQA for the programme.

The QCQDL has responsibility for the links to Awarding Organisations (approval/withdrawal of course, compliance with AO procedures, planning and monitoring of EQA activity), the dissemination of the procedure, audit of activity and reporting to the Strategic Leadership Team on Best Practice and Areas for

Development. With the Q&C team they will provide information on Awarding Organisation's processes and procedures to ensure that these are in place at all stages of the student journey.

The QCQDL will liaise with Awarding Organisations and all communication with them should initially be with the Q&C team. Once activities have been set up, CSMs and their team will facilitate and prepare for visits. They are responsible for ensuring that the College complies with the Centre Agreement held for Awarding Organisations.

2. Standardisation

Internal Standardisation is a requirement of all Awarding Organisations and is critical to securing Certification for students. These guidelines must be used in conjunction with the programme's last Awarding Organisation report. Standardisation must address any actions or recommendations included in these reports. Standardisation meetings should be used as an opportunity to cascade and share good assessment practice.

Standardisation meetings must be recorded using IQA 05 and appropriate standardisation forms (IQA06 if no others are available). Evidence of standardisation meetings will be required by all EQAs. The role of Standardisation Lead/IQA is to take responsibility for promoting and maintaining the quality of assessment across programmes and in some cases, depending on the nature of the provision, this could be across college.

The Purpose of Internal Standardisation

The purpose of internal standardisation is to develop a professional discussion to monitor standards and to ensure consistent and reliable assessment decisions across all staff. This includes ensuring that all assessment requirements of the qualification are met.

Internal standardisation provides a system for checking the quality of assessment to make sure that it is:

- **Valid** – relevant to the standards for which competence / attainment is claimed,
- **Authentic** – produced by the students,
- **Current** – sufficiently recent for Assessors to be confident that the student still has the same level of skills or knowledge,
- **Reliable** - genuinely representative of the student's knowledge and skills
- **Sufficient** – meets all the requirements of the standards in full.

There are two stages of assessment where internal standardisation plays a vital role:

- The setting of assessments – including devising original assessment or modifying Awarding Organisation Assessments and deciding on how students will produce of evidence.
- Standardising centre staff assessment decisions once the assessment.

The College expects that these meetings will be held for all courses and that there will be evidence of standardisation of the work set for students, the way that staff are marking the evidence and of the final product created by students. This applies to all courses that require formal IQA and:

a) All mock examinations, and all Non-Examined Assessment on A Level programmes
b) Portfolios produced by apprentices for the EPA,
c) Significant and appropriate formative assessment completed by T Level students.

3. Internal Quality Assurance of Assessment

Characteristics of a sample

IQA is a key process for ensuring consistent assessment of national standards, qualification specifications and AO systems. Sampling plans will be used by External Quality Assurers (EQAs) to inform their own

sampling strategy. An EQA may choose to sample students at short notice and has the right to insist on the chosen sample, therefore, the sample is 'safer' if some work from all students is included.

Size of Sampling Plan

The sample should include a sufficient percentage of each Assessor and to consider any new members of staff to the team. For an existing qualification with experienced assessing staff, the sample size should be 20% of the total cohort with a minimum sample size of 5. For a new qualification or new assessing staff, the initial sample size should be 20%, rising to 50-100% of the total cohort if any issues are identified. Small Cohorts of 5 or less should have 100% sampled. The College planning document (IQA100) should be completed by IQAs to record their decisions.

Where issues arise from internal sampling, for example a high number of grades are changed, the IQA should increase the sample size up to 100%.

Characteristics which may be considered when devising a sampling plan

IQA systems must ensure the validity, reliability and sufficiency of evidence presented for assessment.

Characteristic	***Features which should be considered when selecting a sample***
The number and type of candidates	Age; gender; ethnic origin; with/without disability; candidates with special assessment needs
The number of Assessors and their experience	IQA involves a balance between supporting assessing staff ensuring the quality of their assessment decisions. This includes: Experienced / inexperienced; qualified or unqualified; assessment load; occupational background. Judgements by inexperienced or newly appointed assessing staff should be sampled more frequently than established assessing staff. Where issues are identified with the work of an established assessing staff the sample size should be increased. Where assessing staff are working towards Assessor and IQA qualifications all judgements must be countersigned by an experienced and qualified Assessor.
The contents of the qualification	IQA is a key process for ensuring consistent assessment of national standards, syllabus and scheme specifications and must include those that occur frequently / rarely; any that are critical to an occupational or license to practice role; those which are problematic or difficult to interpret. Every Learning Outcome/ Assessment Criteria must be sampled
Assessment methods	Can include electronic assessment including multimedia; observation of work practice; questioning; written tests; projects and assignments; witness testimony; prior achievements; artefacts or products of work
The type of records of assessment	Assessment and IQA plans, Standardisation/IQA Assessor reports; EQA reports, candidate tracking documents
The number and range of assessment locations	In the workplace; off the job; different sites; laboratories; workshops, classrooms

3.1 Pre-assessment sampling to ensure:

- The Assessor has made satisfactory plans to assess students,
- Assessment guidelines and assessment plans cover all aspects of the qualification's specifications,
- Assessment guidelines and assessment plans meet students' assessment needs,
- Assessment instruments are fit for purpose and allow the full range of grades to be obtained,
- Assessment is holistic and does not break the criteria down into such small tasks that students are being given too much guidance to achieve higher grades.

Interim sampling to evaluate:

- Assessment decisions prior to the return of work to students,
- How details of feedback given to students establish an audit trail to standards or specifications,
- Quality of formative feedback with specific alignment of the Awarding Organisation's boundaries and leading to improvements in the quality of student work including spelling, punctuation, and grammar,
- Effectiveness of assessment planning,
- Individual Assessor needs for support or training,
- Good practice to share within the team or for wider benefit at standardisation meetings,
- Standardisation documentation and audit trails.

Summative sampling to confirm:

- The quality of the assessment decision,
- How the Assessor has reached that decision,
- The quality of feedback given to students,
- An audit trail is in place which clearly demonstrates that the Assessor has checked the evidence presented, whatever its format, and related it to the qualification requirements.

Talking to students to ensure:

- They understand how and when they will be assessed,
- They are aware of the criteria they will be assessed against,
- Account is taken of individual needs,
- They are aware of appeals procedure,
- They are satisfied with the assessment process.

Ensuring assessment resources

Standardisation Leads/IQAs have first-hand knowledge of the training and assessment resources required for qualifications. It is important that these requirements - equipment, training facilities, students' support, learning materials and assessing staff s - are monitored and discussed on a regular basis.

To complete internal standardisation, a nominated member of the team will be identified to take responsibility for the IQA process for the course as the Standardisation Lead/ IQA. This person will need to work closely with the Curriculum and Standards Manager.

The role of the Standardisation Lead/IQA is to:

- Plan regular sampling activities, and sampling (throughout and before certification).
- Agree with the Curriculum and Standards Manager how the time available for the Standardisation/ IQA process each term (See **Appendix 7**) will be used to support the programme team, what targets are to be achieved in each allocated slot and take responsibility for achievement of those targets.

Complete IQA101 to reflect these decisions. (Director approval is needed if any students are to be instructed not to attend classes as normal.)

- Check the evidence of assessment decisions made by all assessing staff across all assessment methods, including observation of practice against competence-based qualifications.
- Advise on interpretation of the standards, including feedback from previous assessment series (where relevant).
- Check records of student registration and external assessment entries.
- Co-ordinate assessment practice and ensure that all assessing staff are using correct documentation.
- Provide advice and support to assessing staff who are assessing the qualification.
- Where practical assessment is taking place, to monitor and observe (annually for each member of assessing staff) assessment practice to ensure that where needed all assessments are in line with the required standards.
- Make sure all centre assessing staff are assessing to the required standard.
- Sample assessments to confirm assessing staff judgements.
- Make sure that all assessment decisions are fair, valid, and reliable.
- Make sure feedback is given to all assessing staff and documented e.g. records of feedback.
- Suggest ways in which assessment may be brought into line to meet the required standards.
- Check that all relevant activity has been included in internal standardisation.
- Maintain assessment and standardisation documentation and records.
- Liaise with the EQA/AO in conjunction with the Q&C/Exams team.
- Organise and record regular standardisation meetings / activities / events for the assessing staff.
- Identify assessing staff development needs including for vocational updating.
- Act as arbitrator for any disagreements in outcomes of assessments, including appeals.
- Communicate to the team the Awarding Organisation's requirements for storage and archiving of assessed work and assessment records and ensure that appropriate arrangements are in place to meet those requirements.
- Work with the Curriculum and Standards Manager to ensure that Extenuating Circumstances, Appeals against assessment decision and Academic Misconduct issues within the course are monitored and the correct procedures are followed.

4. The Quality Calendar

The College Quality Calendar stipulates there will be two cross-college standardisation meetings per year, per AO used by more than 1 Curriculum Area to be scheduled by the QCQDL. It is expected that teams will meet at least termly to standardise their course. An outline of the cross-college meetings is given in **Appendix 4.**

All Standardisation /IQA activity is to be audited by the Quality and Compliance team. This will be carried out routinely in 3 stages but can also be carried out on an ad-hoc basis at the discretion of the QCQDL or if instructed by any Director. The Quality Calendar also gives details of the Standardisation/IQA Audit Process **(See Appendix 8**)

5. Remote Sampling

The IQA/Standardisation Lead is responsible for ensuring that appropriate materials are dispatched according to Awarding Organisation/Partner requirements.

The IQA/Standardisation Lead must know the sampling schedule;

- read all guidelines issued by the Awarding Organisation/Partner and the College,
- raise any queries as soon as possible with the Q&C team,
- where the Awarding Organisation/Partner does not stipulate original work, agree with Curriculum and Standards Managers Area whether to send copies or originals.

All samples must be internally quality assured before dispatch to ensure that all appropriate materials are provided in the sample to enable the EQA to make a judgement without reference to the programme team.

- complete all accompanying documentation correctly,
- all samples will be logged and dispatched with the knowledge of the Q&C team,
- make sure samples are dispatched by meeting deadlines where relevant.

6. Monitoring External Quality Assurance Reports

All EQA reports are monitored by the QCQDL and filed on a central database held by the Q&C Team or are stored on the Awarding Organisation/Partners' online database.

It is expected that actions indicated by an EQA will be managed within the Curriculum Area, but the Q&C team will put an objective onto the Departmental QIP page on CollegeIP to monitor responses to the report.

Document and Record Retention Periods

All Awarding Organisations require that we retain accurate, up to date and auditable centre registration, achievement and certification records. It is important that the Awarding Organisations' guidelines are adhered to and therefore must be referenced for each qualification. If in doubt the QCQDL will provide advice on required documentation and record retention periods.

a) **T-Level.**

T-Level tutors must retain all evidence of assessment according to the regulations of their T Level Provider

T-Level Provider	**Assessment Evidence Retention Regulation**
BTEC	12 weeks after certification (i.e. until end of October)
City and Guilds	Needs to be available to be seen by the EQA, until their visit has taken place following certification (retain them for a year).
NCFE	Store for 6 months and then dispose of.

b) **A-Level**

A-Level tutors must retain all evidence of assessment for Non-Exam based Assessments (NEAs) according to the regulations of their A Level Board

A-Level Board	**Assessment Evidence Retention Regulation**
AQA	Must claim work in sample within 6 months, otherwise not returned.
OCR	Candidate work should be retained by centres under secure conditions until after the deadline for review of results or until any appeal, malpractice or other results enquiry has been completed, whichever is later. This applies to all work – whether or not it was part of the moderation sample.
Pearson	Keep candidates' work in secure storage until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later.
WJEC	Centres are advised that candidates' work must be kept securely until the deadline for a review of moderation has passed or until a review of moderation or appeal or malpractice investigation has been completed, whichever is the later.

c) **Vocational**

Vocational tutors retain candidates' marked coursework, under secure conditions, whether or not it was part of the moderation sample, until all possibility of a review of moderation has been exhausted or until

any appeal, malpractice or other results enquiry has been completed, whichever is later. Some AOs have specific regulations.

Vocational Provider	Assessment Evidence Retention Regulation
BTEC	12 weeks after certification (i.e. until end of October)
City and Guilds	Needs to be available to be seen by the EQA, until their visit has taken place following certification (retain them for a year).
EAL	Needs to be available to be seen by the EQA, until their visit has taken place following certification (retain them for a year).
NCFE	Store for 6 months and then dispose of.
SEG Access	A period of least 12 months after the award of certificates should be necessary to cover the appeals process and any risk of after-the-fact malpractice.
SEG Awards (Counselling)	Centres must retain all assessment evidence securely until external quality assurance has been completed and the period for appeals has elapsed. Centres wishing to appeal against the External Quality Assurers' decision must retain the original evidence for any appeal requested. Centres are required to keep records of assessment and internal quality assurance for a period of seven years and sample learner evidence sufficient for standardisation and benchmarking should be kept for a period of 3 years.

d) Higher Education

All Higher Education courses (Level 4 and above) must comply with the Office for Students guidance on the retention of assessed work. This can be found at this link: **Supplementary guidance - retention of assessed work (officeforstudents.org.uk).** The guidance requires storage of assessment information for 5 years for all courses. Student work is to be kept for 5 years by default. In some cases, this is not a requirement (See Annex A on pages 4 and 5 of the guidance).

All evidence remains the property of the student.

As such, cannot be disposed of without them having the opportunity to keep it. Before deleting electronic copies, or disposing of paper-based assessments, students must be contacted and given an option to collect their evidence. A deadline should be given after which disposal will take place.

Qualification Approval Risk Status

As part of the post-approval external quality assurance activities, the College is monitored and awarded a Qualification Approval Risk Status for each qualification delivered. This is based upon the College's ability to meet the criteria outlined in this document. Each Qualification Approval Risk Status is based on a risk-based assessment strategy, and typically have the following outcomes:

Example Risk Approval Rating:

Qualification Approval	Risk Status	Outcome Reasons
L – Low	The centre can register students and claim for certificates at will. This is also known as Direct Claims Status. This is no longer available for some courses where CASS applies	Any issues identified could be easily corrected without further consequence and do not have an adverse effect on the student
M – Medium	The centre may register student at will, but any claims for certification must be agreed by an EQA. All CASS courses fall into this category.	Issues identified could potentially damage the integrity, credibility, and validity of the qualification and/or be detrimental to the student.
H – High	The centre is unable to register or certificate students.	Issues identified could have a significant impact on the integrity, credibility and validity of the qualification or the effective operation of a centre, if corrective action is not taken quickly.

Appendix 1

List of Internal Quality Assurance Documents and Forms –

Available electronically on Sharepoint QoE site and stored in the Teams IQA site for the Curriculum Area using the naming convention below.

IQA 100: Programme IQA Plan - course level
IQA 101: IQA Planning Schedule (Curriculum)
IQA 101a : IQA Planning Schedule (A Level)

IQA 01: Quality Assurance of Unit/Module Specification
IQA 02: Quality Assurance of Assessment Briefs
IQA 03a: Confirmation of results by Lead IV (Vocational)
IQA 03a: Confirmation of results by Lead IV (A Level)

IQA 04a: IQA Sampling Report (Individual)
IQA 04b: IQA Sampling Report (Group)

IQA 05: Standardisation Meeting Agenda
IQA 05a: Examined Courses Standardisation Meeting Agenda

IQA 06a: Standardisation feedback form *Cross College*
IQA 06b: Standardisation feedback form *Course level*

IQA 07: Observation of Assessor Checklist

IQA 08: Student Interview Record (Apprentices)
IQA 08b: Activity Record - Witness Statement (Apprentices)
IQA 09: Assessor Induction Record
IQA 10: IQA Induction Record

EC 01: Extenuating Circumstances Form

AP 01a: Application for Appeal against assessment decision
AP 01b: Application for Appeal against assessment decision GCE (EXAMS only)

QCG01: Quality and Compliance Guide for Teaching Staff

Naming convention for all IQA forms:

Team set up to be agreed (by curriculum area/whole/HE)
<Course>
<Year>
<IQA Document No>
File is named:
Unit_Assignment_Date

Appendix 1

Appeals Procedure

York College will provide Fair and Reliable Assessment

Stage 1

If you are dissatisfied with an assessment decision you should discuss this with your Assessor as soon as you have the assessment decision.

Stage 2

If you are not satisfied at 'Stage 1' then you should ask for the Internal Quality Assurer to look at your work. This must be done within **10** working days of speaking to your assessor. Your work may then be assessed by a different Assessor.

Stage 3

If you are still not satisfied you can appeal to the Quality, Compliance & Qualification Development Lead (QCQDL) using Form AP01. An Appeal Panel will be arranged. No member of the Appeal Panel will have been previously involved in your assessment under review.

- Some Awarding Organisations require notification of student appeals. QCQDL will inform the relevant Awarding Organisation if required.

Stage 4

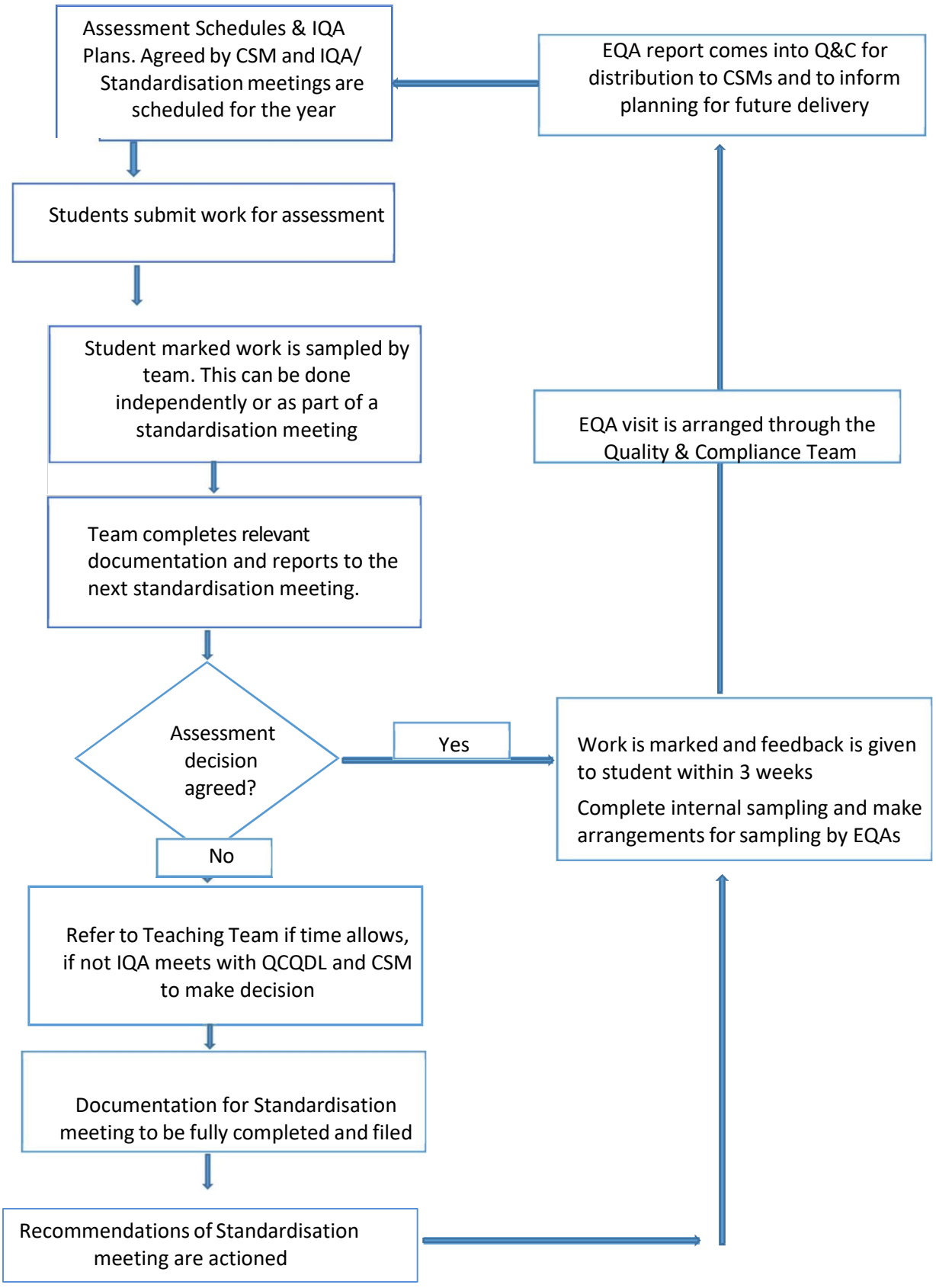
- You will be invited to an Appeal Panel within **10** working days of your request for an appeal. You will be given at least **5** days' notice in writing of the date of the appeal
- The purpose of the Appeals Panel is to establish whether or not the grounds of your appeal are valid. This is the final stage in the College Appeals process.

Stage 5

If you are not satisfied with the College Appeals process, you may have the right to appeal to one of the external agencies who will hear your appeal. The Quality, Compliance & Qualification Development Lead will provide you with all the information you will need to take your appeal further in the Closure of Proceedings at York College letter.

Appendix 3

Sampling Model for all Qualifications – Process to be completed before marks/grades are returned to students and at summative assessment point.



Appendix 4

The Quality Improvement Calendar

The College Quality Calendar stipulates there will be two cross college standardisation meetings per year, per AO used by more than 1 Curriculum Area to be scheduled by the QCQDL. These meetings will in addition to team/CA standardisation meetings.

Cross College Standardisation Meeting A - Autumn Term

- Review of EQA reports, action plans
- New policies etc.
- Information from Awarding Organisations
- Mutual support through professional dialogue
- Assessor qualifications / CPD records / requirements / attended / booked
- Reviewing assessment and IQA plans/assignment briefs

Cross College Standardisation Meeting B - Summer Term

- Mutual support
- Reviewing assessment and IQA of marked work

Team Standardisation meetings across the year (as above, plus.)

- Quality of delivery
- Analysis of achievement
- Accommodation or curriculum change
- New programme validations / validation reviews
- New Assessors (induction etc.)
- Reports from IQA
- Pre-issue assignments
- Registrations and entries
- Progress reports - candidates, towards deadlines, general
- Review of Standardisation/IQA activities
- Mutual support
- Progress against Assessment /IQA plans
- Sampling - audit trail, compliance, feedback, actions

Appendix 5

Developing and Supporting Assessors
Standardisations Leads/IQAs have a responsibility to identify and support assessing staff training and development needs.

1. Induction

New assessing staff should receive an appropriate level of planned induction. This may depend on their previous assessment experience and familiarity with the qualification being assessed. As a minimum it should include:

- familiarisation with the college assessment policy,
- issue relevant Assessor handbook which includes scheme specifications or standards, assessment and IQA paperwork specific to qualifications,
- ensuring that staff update their CPD records to include demonstrating occupational competence and recent industrial experience,
- planning for Assessor qualifications where required,
- agree sampling schedule.

2. Providing information and feedback to assessing staff including

- provide information and help with interpretation of guidelines and policy,
- answer specific questions about assessment,
- be proactive in promoting and developing the quality of assessment,
- organising standardisation meetings and activities within the team,
- giving meaningful feedback from monitoring and sampling,
- disseminating EQA feedback

3. Informing and contributing to CPD

The Standardisation Lead/IQA has a role in identifying and supporting the continual professional development of the team. This may include:

- occupational updating,
- Awarding Organisation training events,
- skills development,
- standardisation activities.

4. Maintaining own competence:

Standardisation Lead/IQA's need to be aware of the importance of and take responsibility for maintaining their own knowledge and competence:

- participate regularly in college standardisation activities,
- attend appropriate college and external training events to maintain professional and occupational competence,
- keep an up to date understanding of the relevant qualification system e.g. A Level or BTEC
- develop a thorough understanding of the Awarding Organisation systems and documentation.

Appendix 6
Managing External Quality Assurance Visits

Pre visit arrangements:	**Examples:**
Make sure all information related to students and programme approval held by Awarding Organisation / Partners is up to date and accessible	Programme file to include registrations, entries, programme specification and handbooks, assessment plans, IQA and standardisation records, staff CV or copies of qualifications
Any actions from previous reports have been addressed	team structure, qualifications and responsibilities
Evidence of good practice is collated	professional development undertaken by team members minutes of standardisation events
All assessment and verification records are up to date	clear audit trail through student, Assessor, verification documents, sample Assessor and IQA signatures, minutes of standardisation events.
You have received and agreed a visit plan and prepared a schedule.	Visit planner managers and Assessors are included and have set interview times.
Ensure Assessors are prepared	make sure they understand the purpose of the visit, and they know what the EQA has asked for.
Ensure Q&C book facilities	car park, base room, refreshments
During visit arrangements:	**Examples:**
All required information available	copy of last EQA report with details of actions completed, staffing structure, candidate registration dates, 'TAQA' 'CAVA' unit certificates for new / newly qualified assessing staff
Plans for and records of IQA activities and visits	IQA plans, assessment plans, sampling strategy, feedback to Assessors, actions and completions, minutes of meetings
Make sure the EQA understands your paperwork and knows where to find information/ documents	Where is essential information recorded? What is a particular document designed to record? How does it do that?
Required portfolios are available	Those stipulated by EQA, those where there has been an appeal against an assessment/IQA decision
Have an auditable trail of achievement for all students on programme	Student tracking including Mark Book where required for programme records, requests for certification, withdrawals
Assessment records	Formative and summative, including feedback to students
Appropriate equipment to hand and working	Viewer for video evidence, cassette player
All interviewees know where to meet, presented promptly	CSMs, Programme Leaders, Assessors, IQAs, students, employers
Maintain health & safety	during EQA observation in workshops
Signing the report	only if you agree with it; don't sign a blank/draft report
Post visit activity	**Examples**
Obtain copy of the External Quality Assurer Report via the Q&C office	Discuss report with Curriculum and standards Manager, prepare schedule for completion of any actions, communicate contents of report to team

Appendix 7
Internal Quality Assurance Framework

1. Each programme will need to identify the times when the Team will meet for Standardisation/IQA activity. Cross college IQA/Standardisation meeting led by the Q&C team with the support of CSMs will be at 4.30 and published before the start of the academic year.

   i. There will be regular training for new Assessors and Standardisation Leads/IQAs to ensure that they have the information to complete the task.
   ii. There will be regular updates on this procedure and the accompanying paperwork
   iii. The Quality and Compliance Guidance for Staff must be followed by all courses as appropriate.

2. To ensure that this activity is coordinated and monitored there needs to be an approvals and monitoring process which will have 5 parts:
   i. All teams will complete the IQA100 IQA Plan for each programme. CSMs will ask relevant Standardisation Leads/IQAs to complete the Plan so that the activity to be completed by the team can be approved, coordinated and quality checked by CSMs/Team Leaders.
   ii. The CSM and IA/Standardisation Lead will agree and sign the IQA101 proforma to show that the IQA100 has been approved and include this in the Standardisation Team.
   iii. The IQA101 schedule needs to be approved by the relevant CSM or Director, though activity should start as soon as possible. Once approved, the form must be added into IQA records
   iv. All approved activities within the Curriculum Area must be shared with the Q&C team and EQAs/SVs. IQA101s must be completed by the Standardisation Lead or IQA /CSM to record any activity that has taken, and evidence of the activity has been collected.
   .
   v. EQA reports will be evaluated by the Q&C team and any Actions/Recommendations will be added to the CA's College Quality Improvement Plan as objectives allocated to the CSM. CSMs are responsible for ensuring that these objectives are completed within the next academic year.
   vi. QCQDL will audit the process and the IQA will provide the evidence to QCQDL when it is requested

Audit by the Quality and Compliance Team.
There are three stages of the Audit process which are carried out during the months noted on the Quality Calendar. Each audit shall be reported to SLT and a copy of the approved report provided to each CSM.

1. All Standardisation and IQA documentation must be stored in an MSTeam or channel to which all members of the Q&C team have permanent access. This can either be one set up by the Q&C team or one established by the CA management team.
    a. Documents must be stored using the naming convention given in Appendix 1 and within a folder for the relevant course.
    b. The Q&C team will audit for the presence/ absence of the documents expected at the time of the audit, and the quality of their completion.

    Stage 1 (October)
    QCQDL and the Q&C Team will examine the following documentation for an initial sample of five (5) courses in each Curriculum Area (where a CA has less than 5 courses all will be audited)
    a. IQA100,
    b All IQA02 forms for Assessment Briefs for the course,
    c. IQA05 for first Standardisation meeting of the year
    d. IQA101 for the course.

2. **Stage 2 (February)**
    QCQDL and the Q&C team will examine the following documentation for an initial sample of five (5) courses in each Curriculum Area (where a CA has less than 5 course all will be audited)
    a. IQA05 for second Standardisation meeting of the year
    b. All IQA04 forms for Assessments completed for the course to date,
    c. Updated IQA100 showing the IQA which has taken place,
    d. AP01 Appeals forms completed to date,
    e. EC01 Extenuating Circumstances forms completed to date.

3. **Stage 3 (May-June)**
    QCQDL and the Q&C team will examine the following documentation for an initial sample of five (5) courses in each Curriculum Area (where a CA has less than 5 course all will be audited)
    a. IQA05 for third Standardisation meeting of the year
    b. All IQA04 forms for Assessments completed since Stage 2
    c. Updated IQA100 showing the IQA which has taken place
    d. AP01 Appeals forms completed to date,
    e. EC01 Extenuating Circumstances forms completed to date,
    f. IQA03 for the course once it is completed.

4. Where a sample of 5 does not provide sufficient evidence of Standardisation/IQA activity taking place, QCQDL can expand the sample up to 100% of courses in the CA at their discretion. In this case, an individual report will be sent to the relevant CSM and their Director after approval by the Director of Quality of Education.

5. Where a Curriculum Area has current objectives set by the Q&C team, the QCQDL will audit progress against these and include this information into the final report to the CSM. This audit will be largely online but there will be a meeting with the CSM to confirm that actions/evidence that exist but have not been uploaded to CollegeIP are uploaded to the system.

6. Curriculum Areas will be RAG rated using the completion of paperwork, and the completion of CollegeIP objectives set by Q&C being taken into consideration.

Track Changes
Policy/Procedure: Standardisation and IQA Handbook 2005-27
Version: Version 1 to Version2
Date: 26.6.26

Title Change
Deleted
Senior Quality and Compliance Officer
Added
Quality, Compliance & Qualifications Development Lead

Title change abbreviation
Deleted
SQCO
Added
QCQDL