



Internal Quality Assurance Strategy

East Birmingham Community Forum (EBCF)

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Scope:

Quality assurance is fundamental to all qualifications that are delivered by EBCF.

Quality assurance has always been embedded in all the processes, products, and services that EBCF offer.

It also guarantees the integrity and value of our qualifications and/or assessments throughout all our delivery, we also ensure that quality is embedded in the design & delivery of all the qualifications and programmes that we offer, and we work with our learners and employers to ensure this.

There are benefits for all from this approach as it means:

- Helps to improve learner experience
- Raises the learner achievement rates
- Increases the learner retention rates
- Can be cost-effective programmes
- All regulatory requirements are met
- Encouragement & support for other planning and monitoring processes such as self-assessment

By using a structured, four-tiered system, we can effectively evaluate and measure the quality of teaching and learning, helping staff reflect on their practice and ensuring continuous development.

Purpose:

This Internal Quality Assurance Strategy makes sure that the quality assurance measures are built into all our processes that affect the 'learner journey'.

This includes:

- Induction process
- Initial assessment
- Assessment plans
- Teaching and delivery
- Assessment processes
- Facilitating learning
- Reviews of progress
- Learner achievement

The quality assurance strategy will help ensure that quality is in all aspects of delivery and assessment.

The Role of the IQA:

The Internal Quality Assurer (IQA) is the one of the key parts of quality assurance in Qualifications.

The role, in terms of assessment, is key in ensuring the validity and reliability of all our qualifications. Therefore, internal quality assurance is a main factor in managing 'risk' within our organisation ensuring that when certificates are claimed for learners, the requirements of the standards from the awarding organisations have been reliably met.

A sampling strategy and plan has to be implemented by all those undertaking the internal quality assurance role.

The internal quality assurance documented evidence of:

- A set of written internal quality assurance procedures

- Sample planning based on the principles of '**CAMERA**'
- Effective communication
- Interim sampling (when applicable)
- Summative sampling
- Monitoring of Tutors/Trainers/Assessors which includes OTLA & Assessor's observation) • Internal standardisation activities

There are four main aspects to the Internal Quality Assurer (IQA) role:

- Plan, operate and evaluate internal assessment and quality assurance systems
- Support and develop tutors and/or Assessor/Tutors
- Monitor and improve the quality of assessment practice
- Apply policies, procedures and legislation to meet external/regulatory requirements

Planning: The IQA is responsible for creating sampling plans for the qualification, which should outline what will be monitored and how the sample will be selected. It is important that the plan must be a representative sample based on sound principles and take into consideration the risk factors in the centre or in the qualification team.

Typical risk factors that would be taken into consideration when initially planning the sample would be areas such as:

- the number of learners in the cohort or qualification
- numbers of tutors and Assessor/Tutors
- experience and confidence of tutors and Assessor/Tutors
- changes to the qualifications
- known problem areas/units/learning outcomes

When the above has been considered then the IQA will use the principles of '**CAMERA**' to ensure that the sample is representative.

This means that the sample plan must consider each of the following:

- **Candidates/Learners**
- **Assessor/Tutor/Trainer**
- **Methods of assessment**
- **Evidence**
- **Records**
- **Assessment sites**

Risk management approach and the sample is selected using the principles of '**CAMERA**', this sample should be representative of the whole cohort.

This then gives an accurate picture of the delivery and assessment of the qualifications. The risk assessment approach provides a rationale that allows the IQA to increase sampling activity based on the risk of assessment practice that is identified.

Sampling to include all assessment methods in line with CAMERA requirements, for example:

- Direct Observation/Practical Observations
- Assignment/Assessment Tasks
- Written/Oral Questions
- Discussion
- Expert Witness/Witness testimony
- Workbooks

IQA Tracking Records

This logs the Internal QA activities that they carry out, by whom, on whom and when. Every learner should be on this record to ensure his or her evidence has received IQA attention at some point. Where practicable, portfolios are to be checked close to the beginning (interim), somewhere in the middle (interim) and upon completion (summative). This is known as Interim and Summative assessment, a process that supports audit.

IQA Report of Assessor's Performance

An Assessor/Tutor should be observed on occasions this depends on their RAG (please see Appendix 1) rating however it could be between two and three times a year dependent on experience and workload. Observation (please see Appendix 2) is intended to standardise assessment practices. It is to help, guide and support the Assessor/Tutor.

Learner Interview Form

This is a quality document and is used periodically with a percentage of learners. The amount should be dependent on the relevant assessor's experience, workload, and RAG rating. This activity is to both drive quality and as a check against malpractice and fraud. It will often be completed face to face but at time this can place via telephone (please see Appendix 3)

Learner Portfolio Checklists

The IQA uses the below examples to examine the portfolios of learners for quality and to ensure that documents like Appeals and Registration details are in place. Findings & feedback go to the Assessor using the IQA report form.

To be aware that not all cohorts of learners the below points can be followed due to the environment the learners are (HMP) or the shortness of the qualification (2 days).

The IQA. must consider the following points: -

- **First visit (Formative)**

Check for registration, induction pack, named Assessor, Appeals procedure, ensure that assessments or assessment planning have commenced.

- **Second visit (Interim)**

Monitor assessments and that progress is marked up on progress sheet and matrices. Check that A.C.s meet the required standard. The first and second visits identify and address issues (if any) at an early stage and ensure there is no "end loading", avoiding rejection of final decisions

- **Final (Summative)**

Check for all the above and also ensure the learner has demonstrated practical competence, knowledge requirements and that there is a variety of assessment methods. Ensure the Declaration matches the units completed and registered against and ensure any relevant endorsements are listed if completing a Diploma/NVQ. If qualification is 2 day course achievement sheet is to be fully completed ensuring signatures and dates are in place also feedback & reflection provided.

IQA Feedback Report

The IQA uses this document to feedback to the Assessor on the sampling. This includes "Dipping into" portfolios if learners are completing Diploma/NVQ. It identifies good practice and areas for development as well as strengths.

The feedback must be positive where possible and supportive in order for the Assessor to carry out assessment correctly. **NB**

It is the responsibility of the assessor to complete any actions and the responsibility of the IQA to check that the actions are completed.

Standardisation

It is important to have a standardisation a minimum of 6 monthly.

This is to ensure that all IQA's are conducting quality assurance to the same standard and in turn ensure assessors are assessing to the same standard and requirements. This will be looking at and discussing assessment decisions/judgements and practices to ensure standardisation.

Standardisation activities will be recorded and used to ensure consistency in assessment decisions across all assessors and IQAs.

Appendix 1

RAG Rated

Sampling Different rates for sampling will be adopted dependent on the experience of the Assessor/Trainer/Tutor delivering the qualification or unit they have been assigned to as follows:

Category Required Activities	
<p>High Risk: - Newly qualified Assessor/Trainer/Tutors or Assessor/Trainer/Tutors new to the centre or those Assessor/Trainer/Tutors who are continually falling short of the standard required 100% sampling rate. Which equals to all learners across all different methods used.</p>	<p>Assessor/Trainer/Tutor observation – 3 per year</p>
<p>Medium Risk: - Assessor/Trainer/Tutors who need development but often meet the standard required 50% sampling rate across all learners and all different methods used.</p>	<p>Assessor/Trainer/Tutor observation – 2 per year</p>
<p>Low Risk: - Assessor/Trainer/Tutors who are experienced with the qualification or unit they have been assigned to and continually meet the standard required 25% sampling rate across all learners and all different methods used.</p>	<p>Assessor/Trainer/Tutor observation – 3 per year</p>

The rates above may be subject to change for instance:

- Where a qualification is new to the centre the first 2 cohorts will be sampled at a 100% rate unless otherwise authorised by the Awarding Organisation
- Where the sampling strategy of the Awarding Organisation overrides that of the centre due to the risk rating or actions resulting from monitoring activities
- Where a contractual requirement requires additional sampling to take place (N.B. this will not override the requirements of the previous two instances where this sampling rate would require a lesser sampling rate to be adopted)

Appendix 3

Report No					Observer				
Tutor					Length of Observation			Number of Learners	
Date					Qualification/Subject				
Strand	AE B	ES FA	Traineeships	ALL	Internal/External			Name of External Organisation	
Joint Observation (PLEASE CIRCLE)	Yes / No				Joint Observer Name				

	1	2	3	4	5
Grading	Does not meet Standards	Working Towards Standards	Meets Standards	Exceeds Standards	Greatly Exceeds Standards

SUMMARY OUTCOME	
Progress	Comments
<p>In the adjacent section, please comment on the extent to which learners benefited from this session. Was it worth it? To what extent have learners demonstrated that they know more or remember more than they did before this session? Have they demonstrated that they are better at existing skills? Have they grasped or are they beginning to grasp a new skill?</p>	
Areas for Improvement	Strengths & Good Practice
	<p>In this section, please state the areas in which the tutor excelled or demonstrated exemplary practice.</p>

Performance Criteria		Comments
PLANNING (INTENT)	<p>Comment on how the tutor's general preparedness has impacted on the learners using the following criteria:</p> <ul style="list-style-type: none"> • suitability of the learning environment. • the quality, quantity and range of resources and how effectively they are used. • the session plan; clarity of learning objectives; awareness of learners needs, preferred learning styles, levels in English & Mathematics and areas for improvement. • how well the session fits into the sequence of lessons on the scheme of work. 	

<p style="text-align: center;">TEACHING AND LEARNING IMPLEMENTATION</p>	<p>Comment on teaching and the extent to which it leads to learning using the following criteria:</p> <ul style="list-style-type: none"> • the extent to which the tutor’s level of subject knowledge and industry expertise has an impact on learners; the learners use of subject specific terms, whether learners link the learning to experiences in their workplace • the learning activities that are being delivered; suitability of the pace of delivery; the clarity with which information is presented; the extent to which discussion is promoted; the extent to which learners are challenged and stretched • the use of strategies aimed at building long-term memory (in the session and in learners work); learners’ competence in topics or skills that were delivered prior to the session (as seen during the session and in their work) • the effectiveness of strategies used to engage learners; the extent to which learners are taking part; making an effort; asking questions; interested; enjoying the learning activities 	
<p style="text-align: center;">ASSESSMENT IMPACT</p>	<p>Comment on how well the tutor checks if learning is taking place, the outcome of these checks and how this information is used to improve learning using the criteria below:</p> <ul style="list-style-type: none"> • how effectively does the teacher check learners’ starting points; check understanding as the session progresses; address misconceptions; check if at the end of the session, learners can demonstrate that they have made progress. • the outcome of assessment; do learners, at the start of the lesson have the required knowledge to engage with the session; are they grasping the new content or improving their understanding of a topic already covered; do they have misconceptions. • how effectively the information gained from assessment is used; are learners informed exactly what they have done well and what steps they should take to improve; are learners given the opportunity to look at written feedback and act on it? 	

<p style="text-align: center;">WIDER LEARNING</p>	<p>If this is a vocational session, how effectively has the tutor developed English and Mathematics skills where there are opportunities to do so?</p> <p>If this is an English or mathematics lesson did the tutor make an effort to use a context that links the subject with learners' career sectors, their interests, other subjects, everyday life?</p> <p>To what extent do tutors use naturally occurring opportunities to promote British Values and equality of opportunity? How well do learners engage with and demonstrate understanding of these concepts?</p> <p>To what extent do tutors demonstrate awareness of and develop learners' knowledge of relevant Health & Safety information, safe</p>	
	<p>working practices, relevant PPE, risk assessment control measures?</p>	
<p>Observer Feedback</p>		



General:

Action Plan: (Tell the tutor exactly what they need to do in order to address the areas for improvement identified on the first page) **Tutor needs to:**

How the Tutor can achieve the improvements identified:

This needs to be done by:

Tutor completed the action on:

Signed by the observer:

Tutor Comments

Tutor Name:		Tutor Signature:		Date:
Observer Name:		Observer Signature		Date:



Learners Interview Record

Learner:	
Assessor:	
IQA: Trainee IQA:	
Qualification:	

When did you begin the qualification/programme?	
How were you introduced to the programme? What was covered in your induction?	
Was any of your prior experience considered/used towards the qualification?	
Did anyone find out about any training you needed? If Yes – How?	
Were you informed of the awarding organisation? If yes – what awarding body?	
Who gave you the training? Where and when was it carried out?	
Was equal opportunity policy explained to you? Did you understand it?	




<p>Was the process of getting your qualification explained to you? If so, what do you understand</p>	
<p>the process to be?</p>	
<p>Was a plan set up to show you how you would achieve your qualification? Who gave you this information?</p>	
<p>Does your assessor/tutor/trainer involve you in the planning of your assessments in advance? How?</p>	
<p>Is the pace of delivery suitable to your needs?</p>	
<p>Did the assessor/tutor/trainer embed English & Math into the delivery?</p>	
<p>Was British Values & Prevent discussed or embedded into the delivery? If Yes – How?</p>	
<p>Did the assessor/tutor/trainer discuss the standards & criteria that you were expected to cover during your qualification?</p>	
<p>Did you receive regular individual feedback from your assessor/tutor/trainer?</p>	
<p>What types of evidence have you collected so far? (if appropriate)</p>	

Do you understand what aspects of the qualification the evidence covers?	
How soon after you started was your first observation? (if appropriate)	
Who assesses your evidence? Does anyone else see your portfolio?	
Does your assessor/tutor give you feedback after each session/assessment? Is the feedback in written form?	
Do you think the qualification will help you in your work now and in the future?	

I agree that the content of this form may be shared with my assessor:	<input type="checkbox"/>	Date:	
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Learners Signature:		Internal Verifier Signature:	
		Trainee Internal Verifier Signature: (If appropriate)	

Version Control

Version	Description of Change	Author	Date	Approved by
1.0	First version	S.Carragher	May 2022	S.Johnson
2.0	Version 2.0	S.Khan / Z.Sharif	July 2023	
3.0	Version 3.0	S.Khan / Z.Sharif	July 2024	
4.0	Version 4.0	S.Khan / J.Hall	January 2025	
5.0	Version 5.0 Policy updated to strengthen internal quality assurance processes, with additional guidance on monitoring	S.Khan (HR)	January 2026	S.Etheridge (Head of Quality)