



Little Beauty Academy Ltd

Internal Quality Assurance Policy

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Introduction

Internal Quality Assurance (IQA) is the process of monitoring teaching and assessment practice to ensure standards are maintained, consistently applied and meet the requirements of the relevant awarding organisation and their regulators.

IQA also aims to support and develop teaching and assessment practice, prevent malpractice/maladministration and drive continuous improvement in our processes and learner experience.

Roles and Responsibilities

IQA

To ensure that:

- the quality requirements of the relevant delivery and assessment requirements awarding organisation are met and can be demonstrated at all times;
- tutor/assessors are appropriately trained and qualified through provision of rigorous recruitment processes, induction training and CPD;
- all learner records and assessment documentation are accurate and complete and made available to the awarding organisation on request;
- claims for certification are accurate and authorised prior to submission to the relevant awarding organisation;
- monitoring learner induction and application of reasonable adjustment support;
- learner progression is monitored and learners progress in line with expectations;
- tutors and assessors receive timely advice, guidance and feedback;
- sampling assessment activities in line with sampling strategy outlined in this policy;
- assessment decisions are in line with qualification and awarding organisation requirements through leading standardisation and sharing good practice.
- application of RPL, reasonable adjustments and special consideration is in line with awarding organisation requirements.
- CPD requirements for tutors and assessors are identified and actioned.
- observation of teach and assessment practice is conducted in line with the requirements of this policy;
- teaching and assessment practices are in line with equality requirements and cause no unnecessary barriers to achievement;
- conflicts of interest are managed and steps are taken to prevent malpractice;
- learner voice is heard by gathering feedback from learners in order to monitor and analyse the quality of the assessment process as well as suggest improvements for learners' progress and experience;
- awarding organisation and EQA communications are addressed in a timely manner by acting as point of contact for the awarding organisation;
- IQA policies and procedures are sufficient, regularly reviewed and known, understood and implemented by members of the teaching and assessment team.

Tutors

To:

- deliver learning to meet a variety of learning styles and in line with the requirements of the course/qualification;
- provide guidance on the different types of evidence that will be required in assessment to address the qualification/course learning outcomes and assessment criteria;
- provide support and guidance to learners throughout the course;
- monitor learning, including use of formative assessment and feedback against the learning outcomes/criteria of the course/qualification.

Assessors

To:

- develop assessment plans for cohorts/learners as applicable;
- agree evidence and assessment plans (where applicable);
- make assessment judgements in line with programme and/or qualification requirements ensuring evidence is:
 - Authentic – are you assured that this is it the learner’s own work?
 - Valid – is the evidence relevant to the qualification specification?
 - Reliable – is the evidence consistent with the requirements of the qualification.
 - Current – does the evidence show the learner meets the qualification requirements at the time of the assessment? This is especially important when using Recognised Prior Learning (RPL)
 - Sufficient – does the evidence meet the requirements/scope of the qualification?
- complete and maintain accurate assessment records and documentation;
- sign and date all assessment records;
- provide constructive written feedback to learners against qualification criteria, identify areas of development and further action required to complete the qualification;
- confirm that learner have demonstrated requirements of the programme/qualification

Sampling Strategy

A risk-based approach to sampling will inform the frequency and size of sampling activity. The IQA sampling plan will take into consideration the following factors:

- number of learners or claims for achievement;
- number of assessors and their experience;
- methods of assessment;
- evidence types;
- range of achievement/grades where applicable;
- new or changes in qualification requirements or assessment methods.

Formative and Summative Sampling

Summative sampling is undertaken once the learner has completed all assessment, to ensure that assessment decisions are in line with awarding organisation requirements and rules of combination and credit requirements for qualifications have met prior to claim for certification.

IQAs will also undertake formative sampling during the programme of study to be able to provide timely advice and guidance to the assessment team enabling internal assessment decisions to be adjusted if necessary and reduce the risk of needing to adjust assessment decisions at the end of a learner programme.

Minimum Sampling Requirements

The IQA will ensure their sampling strategy meets the requirements of the relevant qualification/awarding organisation, however the minimum sampling requirements are:

- new assessors/assessors assessing a new qualification 100% sampling and minimum of 4 observations p.a.;
- 20% of all assessors/qualifications/units;
- 2 observation/s per year (this applies to assessors and tutors);
- all assessments using RPL and/or special consideration.

The IQA will produce a written report for the Assessor, after each sampling activity, providing constructive and developmental feedback, with actions if required.

If assessment decisions are not agreed and/or actions required, the learner work will be subject to re-sample and the sample size for that assessor may be increased according to the risk.

IQA will retain an up-to-date sampling plan that demonstrates application of the sampling strategy and will sign and date all work that has been subject to internal quality assurance.

Induction

IQA are responsible for inducting all tutors and assessors to ensure that they understand the:

- requirements of their role as outlined in this policy;
- standards and requirements of course/qualification they are delivering and/or assessing;
- requirements of the relevant awarding organisation and its regulators;
- internal assessment systems, practices and processes;
- internal policies and procedures, in particular malpractice, appeals, reasonable adjustment & special consideration and complaints.

Standardisation

Assessors will attend a minimum of 6 standardisation sessions per year. Standard agenda items will include:

- Feedback and updates from the awarding organisation/external quality assurer;
- Feedback from IQA, good practice and areas for development;
- Standardisation exercise/review of learner assessment;
- Declaration of any conflicts of interest.

CPD

Tutors and assessors are required to continually develop their skills and knowledge in their subject specialism and their teaching/assessing practice.

CPD logs must be retained and submitted to the IQA on an annual basis. CPD logs will be made available to the awarding organisation on request.

Retention of Records

All learner work and related assessment documentation must be retained in line with awarding organisation requirements and will be made available to the awarding organisation and their regulators on request.

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