

QUALITY ASSURANCE POLICY

This quality assurance policy outlines our belief and commitment to ensure that on-going quality improvement is an integral part of our organisation.

Pro Classroom Ltd will aim for continuous improvement in the quality of all aspects of its work as part of its determination to help learners achieve the highest possible standards.

- **Pro Classroom Ltd** and its Centres aim to be the first choice for high quality education and training within its community.
- The purpose of the Quality Assurance Policy is to ensure such continuous improvement through a process of self- evaluation and action planning.
- The Quality Assurance Policy and associated procedures will involve all employees and collaborative partners. The management of the process will be through the existing organisational Centre managers will initiate procedures within their teams and collate and agree self-assessment reports and action plans.
- The quality assurance procedures will be founded in a process of regular self-evaluation by teams in different departments, internal & external audits and observations, in addition to employer and client feedback.
- The quality procedures will seek the views and perceptions of learners and other stake holders for whom the services of **Pro Classroom Ltd**
- Wherever appropriate, the procedures will promote the identification of quality standards and performance indicators against which performance can be measured, evaluated and improved for example OFSTED

Responsibility for Implementation

All staff (managers, tutors, assessors, support staff) are responsible for the implementation of the Quality Assurance Policy

It is the **Centre Administrator's** responsibility to ensure there is an annual review of the policy.

It is the responsibility of all to engage positively in that review and ensure implementation.

Focus of Quality Assurance

Adult Curriculum

- To encourage continuous improvement in the quality of all teaching and learning programmes, thereby making learning an enjoyable activity and through this, increasing learner retention and the achievement of individual learning aims
- To develop and sustain a diverse range of programmes across Centres which provide opportunities for progression, and which provide learners with experiences and wherever appropriate, qualifications suited to their learning aims.
- To ensure rigorous, standardised, and consistent assessment procedures, which meet the standards of external validating agencies.
- To provide information which supports strategic planning for **Pro Classroom Ltd** business development.
- To monitor and evaluate the procedure for advising, interviewing, and counselling learners at entry and throughout their time at Pro Classroom Ltd.
- To establish standards and monitoring procedures for providing a supportive and accessible range of services to all learners

Staff

- To review regularly the performance, training and developmental needs of all employees through the operation of **Pro Classroom Ltd's** annual review and appraisal scheme

- Through the Continuing Professional Development Plan, to offer training and development to individuals from Induction and throughout their employment.
- To monitor and evaluate performance and developmental needs through three internal observations a year and one external observation
- To monitor and evaluate the effectiveness of the training and development against **Pro Classroom Ltd's** strategic goals.

Learners

- All learners at Induction will be made aware of the quality standards at Pro Classroom Ltd
- All learner feedback including comments in the suggestion box, review meetings and exit questionnaires will be analysed and acted upon
- All learners performance in the workplace will be monitored and evaluated
- All learners files will be continuously and rigorously assessed for quality

Employers

- All employers will be made aware of the quality standards of **Pro Classroom Ltd**
- All employers will be assessed for safeguarding procedures
- All employers will be monitored and evaluated on the quality of placement offered.

Procedure

The process of quality control requires **all staff** to meet on a regular basis to review their work, set standards and monitor learner perceptions and achievements.

Quality control will be carried out against agreed criteria which will incorporate performance indicators

Statistical analysis will be carries out against agreed criteria which will incorporate performance indicators

Review will be supported by analysis of learner, employees and stakeholder views and perception, gathered via questionnaires, surveys and review meetings

The outcome of these processes will provide information:

To inform the process of **Pro Classroom Ltd** self-assessment and development planning

To action plan for improvement at **Pro Classroom Ltd** team level

To highlight issues that need consideration by **Pro Classroom Ltd**

That supports **Pro Classroom Ltd** business and strategic planning cycle.

That supports **Pro Classroom Ltd** contract compliance to an exemplary standard.

The Role of Internal Quality Assurance

Pro Classroom Ltd recognises that the role of the Lead Internal Verifier/Moderator is at the heart of the Internal Quality Assurance process as an approved centre for a range of awarding bodies. In this context, it is also recognised that the Internal Verifier/Moderator is key in managing “risk” in ensuring that the assessment credibility has been maintained throughout the process and that Assessors are supported and monitored.

Sampling assessments should involve reviewing the quality of the Assessor judgements at both Formative and Summative stages. It should also meet the rules of assessment i.e.:

Valid

Authentic

Sufficient

It is not acceptable that the Internal Verifier should search extensively to find evidence, which supports the Assessors decision(s).

Roles of Verifiers at Pro Classroom Ltd

i) The Role of the Lead Internal Verifier

The **Pro Classroom Ltd** Lead Internal Verifier will ensure that:

- Internal verification or standards moderation arrangements are in place for all programmes, including key skills.
- There are arrangements for staff development for Assessors and Internal Verifiers/Moderators are identified through the internal verification/moderation process and annual progress
- There is promotion of good practice in assessment and internal verification/moderations within the
- Internal Verifiers/Moderators are allocated Assessors to
- Allocate Internal Verifiers/Moderators to collaborative satellite assessment
- Manage visits by Programme External Verifiers/Moderators/
- Ensure all requirements are met as indicated in the Programme External Verifier/Moderation Plan agreed in advance of the

- Issues with the External/Internal Quality Assurance process are reported to the Quality Nominee for the relevant awarding
- Monitor action plans from EV reports are
- Plan and chair minute internal verifier/moderation and Assessor meetings.
- Plagiarism – to look for plagiarism (use of how to avoid cheating form to be used) – **see plagiarism policy**.

Programme Internal Verifier/Moderators

The Programme Internal Verifier will ensure that:

All Assessors allocated to Internal Verifier/Moderator follow all regulatory guidance, g.

Learner award body registration

- All Assessors attend standardisation meetings to ensure consistency in the interpretation of the national standards and feedback to the co-ordinating Internal Verifier/Moderator.
- Assessments are sampled systematically to confirm the quality and consistency of decisions and feedback to Assessors
- Assignment briefs/worksheets are checked regularly to ensure they enable Learners to meet identified units/elements.
- Learner's achievement records, unit and contact tracking records meet all award body requirements.
- A copy of the External Verifier/Moderator report is filed for open
- Plagiarism – to look for plagiarism (use of how to avoid cheating form to be used).

The Internal Verification/Moderation Process

Verifying/ moderating the assessment process

Verifying/moderating the assessment process is seen as having two main objectives:

- Ensure consistent and reliable internal verification/moderation and assessment.
- Monitor the quality of assessment and highlight problems,
- trends and development needs of assessment staff, particularly new

Sampling Strategy

All internally assessed programmes will require a Sampling plan which reflects the needs of Assessors and agreed with the External Verifier/Moderator.

Sampling is the reviewing of assignments/assessments and Assessor's judgements at a point in time through observation or diverse evidence. In determining the strategy Internal Verifiers/Moderators will need to consider a number of aspects:

- Current Award Body requirements
- Overall risk factor of Assessor
- The Assessor's experience – new Assessors will require a higher level of sampling to ensure accuracy of
- Assessment/satellite centres
- Cohorts of Learners
- Problem areas identified through previous sampling and EV reports
- Training needs
- Assessor workload
- Specialist Assessor used in qualification
- Access to assessment and special needs requirements on

Sampling Assessments

In the case of all internally assessed programmes internal verification/moderation must not be “end-loaded” and must incorporate “on-going” internal verification/moderation. Sampling must not be exclusively on portfolio evidence alone and take place on the following basis.

An annual internal verification schedule must be produced identifying which Assessors, Learners, units, types of evidence and locations will be verified.

Assignments, assessments, assessment decisions and evidence must be confirmed as meeting the specific criteria and be (VAS):

1. **Valid** – evidence is relevant to standards and assessment or grading criteria
2. **Authentic** – produced by the Learner
3. **Sufficient** – enough evidence to meet the standards
4. **Reliable** – consistent reflection of Learner's performance over time

The basic requirements are that the work of all learners should be sampled before their certificate is requested and over time all Assessors and the full range of qualifications are covered. Best practice is that the internal verifier achieves this by thorough planning which must at least in part include observing assessor/learners assessments. See CAMERA

Standardising/Moderating Assessment Practice

The Standardisation of assessment practice is seen as having four main objectives:

1. Ensure Assessors consistently make sound and safe
2. Ensure that the Assessors make the same decision on the same evidence
3. Ensure Learners are fairly
4. Ensure Assessors/internal Verifiers/Moderators received a consistent

Standardisation Activity

Standardisation activities have to be arranged and recorded by the Senior Verifier according to the awarding body current requirements and EQA recommendations. It is recommended that one standardisation meeting per term be carried out and recorded with programme teams. However the level of activity will be dependent on information disseminated from the internal.

For vocational programmes a record of standardisation activity is required for the A1 portfolios and for those trainee Assessors their Learners should be included in the sample. The standardisation activity can take different forms but must involve Learners' evidence –either products or documentation/portfolios being reviewed by different Assessors, or the Assessors could compare the evidence they have collected for a particular course.

There is recognition that Standardisation practice is equally applicable to Internal Verifiers/Moderators as well as Assessors and is a requirement of some courses and awarding bodies e.g. with Edexcel introductory certificates. The Project expects this aspect of the Internal Verifier role to be further developed with teams through the Centre's Internal Verifier. Any queries as to suitability of an activity can be referred to the Centre's Operations Manager.

Staff Development/Continuous Professional Development, CPD

The Assessor/verifier standards require evidence of professional updating to include changes in assessment/verification practice and improving professional competence through Awarding Body seminars, training up-dates and appropriate quality events. Standards specify that Assessors and verifiers must have demonstrated updating within the last year involving at least two of the following activities:

1. Work placement
2. Job shadowing
3. Technical skill update training
4. Attending relevant courses
5. Studying for Learning and Development Units
6. Study related to job role
7. Collaborative working with awarding bodies
8. Examining
9. Qualification development work
10. Other appropriate activity agreed with E

There are a number of "vehicles" currently in place within Pro Classroom Ltd's mechanism that will enable the Manager to effectively identify the above needs to be effectively implemented as a course of events:

- The process of internal verification
- Staff up-date meetings

- Standardisation meetings
- Appraisals and action planning
- External Verifier/Moderator feedback
- Mentoring or shadowing process

Tutor/Trainer/Assessor Meetings

Pro Classroom Ltd recognises that the key communication channel to the training and assessment team is through Trainer/Assessor meetings held within timescales that are appropriate to local needs. This may vary from once a month to bi-monthly. It is the responsibility of the Programme Co-ordinating Internal Verifier to structure the meetings appropriately. However, it is considered that there will be a number of common themes across all areas:

1. External Verifier/Moderator Report feedback and actions required.
2. Proposed internal verification activities.
3. Monitoring and reporting of Learner achievement
4. Learner satisfaction and evaluation data results
5. Review and allocation of Learners to Assessor
6. Input from Quality Systems

Signed

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Head of Centre

Pro Classroom Ltd