Quality Assessment Policy

1. Introduction

This policy applies to all assessment programmes offered by ABP. Internal Quality Assessment (IQA) is an internal audit process that ensures accuracy and consistency across an assessment programme. ABP is committed to ensuring that assessments are carried out in an accurate and fair manner and that learners are assessed and marked at a level consistent with awarding body expectations and to national standards.

The aims of this policy are:

- To promote quality, consistency and fairness throughout an assessment programme.
- To define roles and responsibilities within the IV process.
- To provide support for assessment and verification personnel.
- To ensure the quality assurance.
- To ensure the quality assurance of the outcomes of assessment in line with awarding body and national requirements.

2. ABP's Responsibilities

ABP will:

- Ensure all assignment briefs are fit for purpose.
- Ensure the assessment programme is fit for purpose.
- Verify an appropriate sample of assessed work to ensure assessment decisions and feedback adhere to the Institute's quality standards and awarding body expectations.
- Plan an IQA schedule commensurate with awarding body expectations and procedures.
- Train and brief staff as appropriate on the IQA process.
- Provide standardisation training and documentation in line with the Institute's standards and awarding body expectations.
- Utilise IQA outcomes to further enhance the assessment programme and quality assurance procedures.

3. IQA Roles

There are two key roles in the IQA process: Lead Internal Verifier and Assessor. ABP will ensure there is an accredited Lead Internal Verifier during the IQA process. The Lead Internal Verifier will ensure that the IQA process is valid, reliable and covers all Assessors and course activity. The Lead Internal Verifier will oversee an effective IQA system of assessment which is transparent, fair, free from bias and aligned with awarding body requirements. All decisions are to be recorded accurately and stored safely.

4. Responsibilities of the Lead Internal Verifier

- Maintaining a robust and rigorous IQA procedure.
- Verifying all Assignment Briefs before publication to learners.
- Verifying the Assessment Programme.
- Sampling learner work, both formative and summative.
- Conducting standardisation activities.

- Supporting the continuous professional development of staff and the sharing of good practice.
- Ensuring decisions made by assessors on student work are accurate and meet both unit evidence requirements and national standards.
- Ensuring that learners are provided with assignments briefs that are fit for purpose to enable them to produce appropriate evidence for assessment.
- Ensuring all learners receive appropriate formative and summative feedback.
- Compliance with the external quality assurance procedures of awarding bodies.

5. Responsibilities of the Assessor

- Ensuring students understand what is expected of them, what is to be assessed and how it is to be assessed.
- Ensuring conditions and materials required for assessment are available.
- Formally assessing students' evidence using the published assessment and grading criteria.
- Ensuring all grades and feedback are recorded and tracked appropriately.
- Ensuring assessment evidence is stored appropriately.
- Authenticating evidence provided by students.
- Providing formative and summative feedback appropriate to stated aims and awarding body assessment and grading criteria.
- Returning all completed student work marked in accordance with the ABP's marking procedures and awarding body guidance.
- Knowing who will act as Lead Internal Verifier and positively engaging in the IQA process.
- All Assessors are involved in the Internal Quality Assessment process.

6. Sampling Strategy

Interim Sampling

In order to enable the IQA to evaluate the quality of formative guidance given to learners it is vital that the IQA participates in the process at different stages in their work. This might include reviewing learner work:

1. Early on in the programme;
2. Before decisions have been made on any unit; and
3. Sampling evidence when one or two of the units or requirements are completed.

It will also include checking progress review reports given to learners by tutors and assessors.

Interim internal quality assurance enables the IQA to pick up problems at an early stage and so avoid the situation of disagreeing with tutor practice or assessment judgements. It can also highlight individual needs for support or development which in turn may be used to develop the team as a whole. Similarly, it provides an opportunity to identify and share good practice within the centre, particularly where one or more of the team members have wider experience.

Summative Sampling

Summative sampling includes reviewing the quality of the learning completed and assessment judgements taken in their entirety. The IQA must be able to follow an audit trail which clearly demonstrates that tutors and assessors have covered all the requirements and checked that all work presented – whatever its format – meets the rules of evidence.

Evidence must be confirmed by assessors as:

● Valid – relevant to the standards for which competence is claimed.
● Authentic – produced by the learners.
● Current – sufficiently recent for assessors to be confident that the learner still has that same level of skills or knowledge.
● Reliable - genuinely representative of the learner's knowledge and skills.
● Sufficient – meets in full all the requirements of the standards.

The sampling strategy for each centre will vary according to the needs of the centre and the particular qualifications or programme, but in all cases must be agreed with the external quality assurer. In defining the strategy all the following should be taken into account.

Factors	IQA needs to select a representative sample of:
Candidates	A selection of all candidates (gender, age, ethnicity etc.)
Assessors	Experience and qualifications, workload, occupational experience
Methods of assessment	Questioning, observation, testimony, Recognition of Prior Learning (RPL), use of simulation, product evidence, assignments, projects and tests
Evidence	All types of evidence
Records	Plans, reports from tutors, assessors, correct assessment practices, IQA records, learner and assessment records
Assessment locations	Workplace assessments, college, other assessment locations