Quality Assurance Policy and Procedures

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1. Policy Statement

ATC Training are committed to delivering a quality and innovative service for our learners and customers while complying with all necessary regulations with an ethos of continuous improvement. We therefore have robust procedures in place to ensure quality processes are followed.

Internal Quality Assurance (IQA) is the process of ensuring that training delivery and assessment practice is monitored to ensure that they meet or exceed national standards.

2. Purpose

Our Internal Quality Assurance (IQA) procedures are designed to meet and exceed the requirements placed upon us by awarding bodes, accreditation providers and authorities. The majority of RQF qualifications are internally assessed by our centre, which means our own tutors / assessors are responsible for deciding how candidates have performed in relation to the national standards for the qualification.

Internal assessment can be carried out by using assessments that centres have developed, or using assessments provided by the awarding body. In both cases, assessments that contribute to a RQF qualification must be valid, reliable, practicable, equitable and fair — and assessors must apply the standards of assessment uniformly and consistently.

The purpose of internal quality assurance is to ensure that these principles are met, regardless of the system used by a centre.

3. Scope

All employees, associates and learners are subject to involvement in the IQA process. The IQA policy must be applied to every programme with work that is internally assessed, and which contributes to the final assessment outcome of a candidate/learner.

4. Role and Responsibilities

4.1 Head of Centre/Lead IQA

- The quality requirements of the awarding bodies and partners are met in the delivery and assessment of qualifications (e.g. in accordance with overall policy and individual qualification specification).
- IQA policies and procedures are sufficient, regularly reviewed and known, understood, and implemented by all.
- All employees involved in the processes of delivery of services are appropriately trained and qualified through provision of rigorous recruitment processes, induction training and continual development.
- All employees involved in IQA processes are appropriately trained and qualified through provision of rigorous recruitment processes, induction training and continual development.

4.2 The Internal Quality Assurer (IQA)

The IQA's role is critical in ensuring that assessments are appropriately conducted, and that any possibility of malpractice is minimised. They lead, advise, and support the assessors/trainers allocated to them through:

- Ensuring adherence to the principles of assessment and guidance provided by the centre
- Provision of guidance on the interpretation and application of assessment criteria correctly and consistently applied
- Observation and supply of formative feedback on working practices
- Sampling of assessment activities such as assessment decisions, formative feedback supplied, completion of portfolio documents etc.
- Ensuring assessors have opportunities for updating and developing their vocational and professional competence
- Portfolios of evidence are valid, authentic, current, and sufficient by:
  - Following the sampling plan
  - Ensuring that all learners portfolios are sampled for each component

- Carrying out a quality audit of the documentation used within and format of the portfolios of evidence
- Supporting, countersigning, dating assessments and quality assuring judgements by assessors and Internal Quality Assurers not holding the appropriate assessor/Internal Quality Assurer qualifications as approved and specified by the Regulatory Authorities.

The IQA must attend any standardisation or quality assurance meetings upon request by the Head of Centre.

4.3   Trainers/Tutors and Assessors

The Trainer should ensure that the learner has completed all necessary enrolment or registration documentation including:

- Checking the identity of the candidate/learner (required for regulated qualifications)
- All paperwork is fully and accurately completed

The candidates/learners are fully supported throughout the term of their course/qualification. This should include:

- Assessing the persons learning style and discussing their preferred ways of learning
- Effective management evidence gathering, assessment and attainment
- Agreeing and recording assessment and visit plans for each person
- Completing regular reviews with the person and their employer to review progress and agree new targets
- Providing the person with prompt, accurate, formative, and summative feedback.
- Demonstration of anti-discriminatory practice and equal opportunities
- Maintenance of confidentiality and compliance with the Data Protection Act.

Trainers/Tutors/Assessors must ensure that learners are aware of:

- The different types of evidence that they can collect to prove competence of knowledge and working practices.
- Their responsibilities in the collection, authentication, and presentation of evidence.

Trainers/Tutors/Assessors must observe learners' performance through formative assessment and/or in simulated situations, and/or conduct other forms of assessment in accordance with the qualification and unit standards and requirements of the QCF and the awarding body. Such as ensuring validity, authenticity, currency and sufficiency of evidence maintaining appropriate, accurate and verifiable records confirming that learners have demonstrated competence/knowledge and have completed the required documentation

The trainer/tutor/assessor must attend any standardisation or quality assurance meetings upon request by the Head of Centre.

5.   Assessment Sampling

All IQAs must follow the sampling plan developed and maintained by the Head of Centre/Lead IQA. Sampling must be across all trainers/tutors/assessors, all types of evidence and all learners including plans, reviews and records in addition to candidate evidence. The IQA must sign and date any paperwork audited and ensure the sampling plan reflects all evidence sampled.

5.1   Example Sampling Strategy: Level 3 Award in Education and Training (RQF)

As a minimum, 30% of learner evidence should be sampled by the IQA. A cohort of 10 learners completing a portfolio each, a minimum of 3 full portfolios must be checked, or varied assessments across all learner portfolios to be checked, equating to 30% of all assessments.

6.   Teaching/Assessment Observations

All trainers/tutors/assessors will have at least one observation per year by the Head of Centre and/or IQA. At discretion of the Head of Centre, evidence from external observations of associate trainers/assessors may be accepted. The observation will be recorded on the Training/Teaching Observation form.

Feedback from the observation of delivery must be delivered to the relevant trainer as soon as practicable, preferably by the end of the working day, any actions should then be agreed and the form should be signed by both parties to confirm accuracy of the information it contains.

A copy of the form should be forwarded to the Head of Centre to be stored electronically.

7.   Disagreement of IQA findings

Every trainer/tutor/assessor has the right to challenge an IQA decision made on their assessment decisions/the candidate's portfolio. The assessor should indicate their disagreement by bringing it to the attention of the IQA within 5 working days of being informed that the portfolio is ready for collection following an IQA.

Where there is a challenge made the assessor and IQA must in the first instance meet and discuss the challenge informally, if agreement can then be made, this should be indicated on the IQA form and then no further action is required. If an agreement cannot be reached, then a second independent IQA will be consulted.

8.   Standardisation & Development

The centre will host a minimum of one standardisation meeting every six months. The meeting will also be used to discuss any updates from the awarding body or partners to ensure understanding and consistency of delivery and supply trainers/assessors and IQAs with packs of information on the same. Any other changes to requirements will be communicated by email or verbally with employees or associates as necessary.

All trainers/assessors and IQAs must attend these meetings unless they are on Annual/Sick/Special Leave. Assessor development & standardisations will be recorded in the meetings minutes and all employees must update their CPD with details of development.

All employees are encouraged to continually develop their skills and knowledge in their assessment sectors and in teaching and training techniques.

9.   Document Control

A document control procedure has been developed to ensure quality and control measures are in place on all documents used. A master spreadsheet is held by the centre manager to maintain an accurate record of documentation in use.

Documentation codes are in the following format: Unique Document number, Related Course, Type of Document, Version number.

Employees and Associates should only use ATC Training documentation that has been subject to document control. Documents not created by ATC Training, such as providing a useful link to an online document for a learner to reference, are not subject to document control. Any third-party documents used should not bear the ATC Training logo.

Any queries to check the validity of a document can be made using the unique document number (first digit).

10. Learner Feedback

All learners are encouraged to provide anonymous feedback upon completion of a training session. This is automated by email upon completion, however trainers/tutors/assessors are asked to promote the method of collecting feedback via the Microsoft Forms link at www.atctraining.co.uk/feedback.

Learner feedback will be reviewed by the Head of Centre upon completion of each course, or as a minimum every three months. Feedback will be discussed at standardisation meetings and individual reviews with trainer/tutors/assessors.