

Policy/Procedure/Guideline Review

Policy/Procedure/Guideline:	Internal Quality Assurance (IQA) Policy and Procedure for Non-Accredited Provision
Senior Manager Responsible:	Associate Principal – Lancashire Adult Learning/Quality
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Approved By:	SLT
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Changes Made:	Job Title changes and removal of some questions from Appendix B

Internal Quality Assurance Policy and Procedure for Non-Accredited Provision

1. Introduction

- 1.1 Nelson and Colne College, including Lancashire Adult Learning, is committed to ensuring high standards of quality across all provision. This policy and procedure relates to all learning programmes where there is no qualification as an outcome.
- 1.2 In the absence of awarding body standards, Recognition and Recording of Progress and Achievement (RARPA) is used to evidence and validate learning that takes place and is designed to support teaching and learning practices.

2. Purpose

- 2.1 The purpose of this policy is to:
- Ensure that staff receive appropriate information regarding the internal quality assurance and assessment process.
 - Ensure the consistency in approach of all teaching staff in the application of this procedure.
 - To provide student-centred approaches to assessment that enables progress and achievement of individualised targets/goals.
 - To assess students work so that the outcomes are fair, reliable and valid.
 - To further develop best practice in relation to teaching learning and assessment.

3. Legislative/Quality Framework

- 3.1 This policy and procedure has been written in-line with the quality cycle framework established by the college.

4. Scope

- 4.1 This policy applies to all teaching staff, including subcontractors, and it should be read and understood and adhered to where learning takes place with no qualification outcome.

5. Definitions

- 5.1 RARPA (Recognising and Recording Progress and Achievement) is a process for delivering good assessment, teaching and learning, which ensures that students' progress and achievements are monitored and recorded. There are 5 distinct stages as described below:
1. Aims- appropriate to the individual learner and or groups of learners (Stakeholders, Parents, voluntary groups etc.)
 2. Initial assessment- to establish the learner's starting point
 3. Identification of appropriately challenging learning targets for personal development and curriculum outcomes
 4. Recognition and recording of progress and achievement during the programme- formative assessment (including tutor feedback to learners, learner reflection, progress reviews etc.)

5. End of programme learner self-assessment, tutor summative assessment, review of overall progress and achievement-in relation to appropriately challenging learning targets identified at the beginning during the programme.

6. Roles and Responsibilities

6.1 Quality Team:

- Responsible for the audit of IQA process and outcomes in line with the quality cycle and audit criteria.
- Risk assess teachers using the findings of the OTL process and may request specific teachers be included in samples.
- Evidencing the outcomes of the audit in a moderation report with the HoDs.
- Ensure that key themes including good practice from audits are communicated to the department and senior managers.
- Reviewing moderation reports and ensuring actions are closed down before the next audit.
- Identify training need and co-ordination and delivery of training.

6.2 Manager with nominated responsibility for IQA (HoDs):

- Responsible for moderating the audit of RARPA files and evidencing the outcomes of the audit in a moderation report with the Quality team.
- Reviewing improvement plans from the audit and ensuring that there is closure on the actions.
- Identifying CPD needs and training.
- Ensuring that training and support is in place for new Internal Quality Assurers.
- Ensuring that the Internal Quality Assurer (usually the CL) has adequate resources to carry out the role effectively and has sufficient occupational expertise/technical competence.
- Ensuring that appropriate succession plans are in place to cover the eventuality of key staff leaving the organization.

6.3 Role of Internal Quality Assurer (usually the Curriculum Leaders):

- Responsible for carrying out an audit of non-accredited files of evidence each term.
- Advise and support staff and identify and address staff training needs.
- Support staff who do not meet the standards with training.
- Prepare sampling plans which are risk assessed for each area of learning.
- Sample assessments to monitor consistency of assessment decisions.
- Create improvement plans from the audit.
- Ensure open access and equality of opportunity for all learners.
- Advise staff on confidentiality and security of learner's work and portfolios.

7. Dissemination

7.1 Nelson and Colne College Extranet

7.2 Nelson and Colne College and Lancashire Adult Learning Website

8. Monitoring and Review

8.1 The policy will be reviewed by Nelson and Colne College's Associate Principal – Quality/Lancashire Adult Learning.

9. Related Policies/Procedures

9.1 Documents related to the policy are:

- Observation of Teaching, Learning and Assessment (OTL) Policy
- Professional Development Policy
- Internal Verification Policy

10. Management Responsibility

10.1 The Associate Principal – Quality/Lancashire Adult Learning has overall management responsibility for this policy within Nelson and Colne College.

11. Appendices

Appendix A – IQA Procedures

Appendix B – IQA Checklist

IQA Procedures

The Internal Quality Assurer (usually the CL) are required to carry out a termly audit. The Quality team may carry out additional audits during the academic year following a risk based approach.

Each Internal Quality Assurer will create a sampling plan (including the consideration of risk) for each programme in their area of responsibility, ensuring that this is in place at the beginning for the programme.

Internal quality assurance of evidence judgements and assessment decisions made by members of staff shall occur throughout the assessment process (according to the quality cycle) on a sample basis.

Where a major non-conformity has been identified via sampling, the frequency and size of the sampling shall be increased until the Internal Quality Assurer is satisfied the standards of the assessment are being practiced and maintained.

Where a minor non-conformity has been identified, Internal Quality Assurer shall agree the required corrective action which shall be closed out within an agreed timescale.

The IQA process will consist of internal verification of non-accredited files of evidence from the sampling plan and make judgements on:

- Evidence of robust and rigorous initial assessment
- Learner ILPs / eILPs
- Evidence of progress and achievement from reviews/tutorials
- Assessment plans
- Evidence of learner work against learning goals that demonstrates progress and achievement against individual personalised goals and or course goals
- Evidence of planning for learning (schemes of work/lesson plans)

The Internal Quality Assurer will complete an IQA checklist (11.2) for the above process according to the sampling plan.

The moderation activity by the HoDs verifies the findings of the Internal Quality Assurer relating to the quality assurance of the course files by sampling the IQA checklist and at least one related course file from each IQA.

Outcomes of this process will be evidenced in a moderation report which will include an improvement plan created jointly by the HoDs and the quality team.

Staff who do not meet the standards must be identified with support and/or training identified and will be automatically included in the next sample. If good progress is not made, managers must apply performance management processes and procedures. Actions to improve must also be included in key goals.

Course files are to be submitted in an identified week, the IQA of files completed within a working week by the IQA and moderation takes place within a working week by the HoDs and quality team.

IV Strategies

The sampling strategy for each programme will vary according to the needs of the particular programme. In defining the strategy all the following should be taken into account:

- Size of sample needed to ensure reliability
- Assessment methods used by the teachers
- Staff –numbers, experience, workload and location range
- All parts of the programme and particularly focusing on any previous problem areas
- Programmes offered – particularly if new/revised

Records

All programmes must compile and maintain an IQA file which may be stored electronically.

The IQA is responsible for this.

The file should contain the following:

Sampling plan

IQA checklist

Excellent examples of documents which support the RARPA process

Post Audit

- HoDs and the quality team will create a moderation report
- Managers will review improvement plans from the audit ensuring that there is closure on the actions
- Managers can recommend CPD requirements and training
- The Quality team will check that all agreed actions have been completed within the agreed time scales. Completed forms shall be held by Quality and the HoDs.

Learner involvement

There will be opportunities for learners to feedback regarding the quality of their assessment processes and their experiences. The Learner Voice contributions will come from Learner Voice visits and Learner forums.

Lancashire Adult Learning IQA Checklist

Form below amended as per the current IQA form:

Teacher Name:	Course Title:		
Course Code:	Start Date:	End Date:	

Did the teacher...	Yes	No	Partially	Comments
Initially assess the learners' starting points				
Provide clear, SMART personal and challenging individual targets for the course ? (Do targets link to initial assessment?)				
Have evidence of formative and summative assessment?				
Provide evidence of written feedback/feedforward from learners and tutors				
Provide evidence of the development of Employability skills				
Provide evidence of the development of Maths skills				
Provide evidence of the development of English Skills. Making and correction of learners' grammar, punctuation and spelling.				
Provide evidence of development of ICT skills				
Provide evidence of promotion of E&D				
Safeguarding including tackling discrimination, victimization, harassment, stereotyping, radicalization and bullying				
Provide evidence of recording of learners' progress and achievement? Eg. Group progress trackers, tutorials				

Provide appropriate information about progression opportunities?				
Requested information for IQA received?				

Comments/actions needed:

IQA signature:	Date:
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IQA Moderation Feedback

Course Title:

Start

Date: Course Code:

End

Date: Teacher Name:

Comments:		
Issues Identified	Action Taken	Date

Moderated by (if appropriate):

Date: