

Internal and External Quality Assurance

[Document Reference: CQPO07]

Document administration

Policy family	Learning	
ELT owner	Deputy Principal	
SLT lead	Vice Principal – Quality and Standards	
Department	Quality, Teaching, Learning and Assessment	
Final approving body	Executive Leadership Team	
Approval date	17 September 2024	
Review frequency	Annually	
Next reapproval date	01 July 2025	
Equality impact assessment	Completion date: <small>Click or tap to enter a date.</small>	EQIA not required <input type="checkbox"/>
Environmental impact assessment	Completion date: <small>Click or tap to enter a date.</small>	ENIA not required <input checked="" type="checkbox"/>
Publication	Staff intranet <input type="checkbox"/>	External website <input type="checkbox"/>

Version control log

Date	Version No	Summary of changes	Reviewed by (SLT lead)
Sept 2014	1	Policy drafted and distributed	Assistant Principal Quality & Learning Enhancement
March 2016	2	Policy updated and brought into new document template.	HoS Quality Audits & Standards
March 2017	3	Policy reviewed	HoS Quality Audits & Standards
October 2017	4	Policy reviewed	HoS Quality Audits & Standards
October 2018	5	Policy reviewed and updated to new document format	Head of Quality & Compliance
August 2019	6	Policy reviewed.	Head of Quality & Compliance
July 2020	7	Policy reviewed in relation to Covid-19.	Head of Quality and Compliance: Cross College
December 2020	8	Updated to reflect Pearson policy and process changes.	Head of Quality and Compliance: Cross College
June 2021	9	Policy reviewed for HE – inc. marking of L6 work, range of grades and EE approval for all HE assessments	Head of Quality and Compliance: Cross College
August 2021	10	Policy Review for HE/OU – Include sample for EE	Head of Quality and Compliance: Cross College
August 2022	11	Policy updated to reflect structural changes.	Head of Quality and Compliance: Further Education
May 2023	12	Policy title updated to reflect current practice. Restructure of policy. Additions of appendices, Suggestions IQA & EQA File Index, IQA Support Document & Checklist, EQA Preparation Checklist	Head of Quality and Compliance

		Roles and responsibilities updated to reflect current structure.	
July 2024	13	Policy Reviewed	QM- Quality Manager
July 2024	14	Changes of wording made to the Sampling Risk Rating for clarity	VPQ&S
July 2024	15	Changed the expectations to tighten up on IQA activities prior to the start of the course. (Minimum of one week prior added) Added HQTAs to the processes and monitoring throughout	VPQ&S
July 2024	16	Page 19. Added links to the CAP process for Standardisation activity. Added more to the expectations of Standardisation.	VPQ&S

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Purpose

The purpose of Internal and External Quality Assurance to ensure that the principles of assessment are met and that there is consistency, accuracy, reliability, sufficiency, and authenticity.

1. Definitions

Internal Quality Assurance (IQA)

Involves a range of processes to ensure the quality and standards of assessment tools, feedback to assessors, the assessment of student work and subsequent feedback to students are of the highest standards. They must ensure that:

- appropriate assessments are used for each qualification
- assessments tools can generate sufficient evidence to allow candidates to demonstrate that they have met the required standard
- all delivery staff and assessors are familiar with the Awarding Organisation standards / regulations. All staff to ensure that the audit trail is robust and all dates, signatures etc. are entered into documentation as required
- delivery staff and assessors reach accurate and consistent decisions for the same qualification for all students in college are in line with Awarding Organisation requirements
- all delivery staff and assessors are familiar with command verbs associated with their qualifications.

While each external stakeholder will utilise different terms to cover the processes and who oversees these, such as Internal Verifier, Verifier, Internal Quality Assurer, the general term of Internal Quality Assurance/Assurer (IQA) will be used in this policy and apply to all.

External Quality Assurance (EQA)

Involves the Quality Audit & Compliance checks made by the various Awarding Organisations. Though this process is generally referred to as External Verification and the Quality Assurance Representatives are known as External Quality Assurers (EQA's), some Awarding Organisations use different terminology. For example.

- Pearson / BTEC: Standards Verifiers (SV's)
- Pearson Higher Education: External Examiners (EE's),
- City & Guilds: External Quality Assurers (EQA's) or Consultants
- Skills and Education Group: External Moderators (EM's).

The general term of External Quality Assurance/Assurer will be used in this policy and apply to all.

2. Responsibilities

Heads of Quality: Oversee wider college implementation of quality strategies.

Vice Principal of Quality and Standards: Strategic lead.

Internal Quality Assurers: Verify the assessment and feedback of assessors as detailed below.

Assessors: Complete assessments to measure the learners progress and provide feedback in response.

Quality Assessment & Standards Officer: Centre contact for external stakeholders.

Course Level Responsibilities: To ensure all requirements under Internal Quality Assurance and Central Internal Quality Assurance Files are completed prior to the start of delivery. In addition to work towards achieving the best possible outcome in external quality assurance checks.

3. Implementation arrangements

Every course must have the following in place prior to the start of delivery. The Quality & Standards team will carry out checks to ensure these are in place and the quality is high. In some cases, the items listed below may be merged into one document. This is fine if the requirements are met. See section 4 for details of each one.

There is an Internal Quality Assurance overview and checklist in the appendices.

- Internal Quality Assurance Strategy
- Internal Quality Assurance Plan
- Internal Quality Assurance Tracker
- calendar of standardisation activities for the whole academic year
- calendar of Internal Quality Assurance activities for the whole academic year
- calendar of assessments which include, hand out, hand on, resubmission and internal verification dates. (These can be on Markbook)
- all assessment briefs internally verified and confirmed as ready to be utilised
- Markbooks are set up with accurate structures and provisional assessment dates input
- programme planner confirming accurate course design to meet Awarding Body credit and point values
- all module/unit handbooks using a standardised format, completed and ready for delivery
- a method of collecting learner feedback at module/unit and course level. Google forms is a common method used across The Sheffield College
- access to the Awarding Body guides and regulations.

Central Internal Quality Assurance Files

In addition to the above all departments are required to have a centralised and secure storage system in which all the above is stored. The Quality and Standards team must be provided with access prior to the start of delivery. Where items are stored on another system signposting should be used to avoid duplication of workload.

All files must use a clearly structured system to allow any appropriate member of staff to easily find the documents they need. A suggested IQA & EQA File Index is available in the appendices.

Internal Quality Assurance

The role of Internal Quality Assurance is of paramount importance to the overall success of all qualifications. Delivery staff and assessors who deliver and make assessment decisions for candidates need support and feedback from their Internal Verifier.

The Internal Quality Assurance process is covered by these main areas:

- pre - verify assignment briefs prior to being issued to students
- plan and carry out standardisation activities
- plan and carry out Internal Quality Assurance of assessed work
- advise & support Assessors
- maintain and retain records of internal verification
- observation of assessors
- discussions with candidates
- preparing for external visits.

Internal Quality Assurance of Assignment Briefs (All qualifications)

Every assignment brief must be checked and approved by Internal Quality Assurance before being issued to students, to ensure each:

- is fit-for-purpose, i.e., addresses the assessment criteria required by the Awarding Organisation
- is based on the most recent specification
- enables students to achieve the full range of achievement
- makes clear to students exactly what they need to do
- complies with any other Awarding Organisation requirements.

The outcomes of the assignment brief verification will be recorded using the form required by the Awarding Organisation. If there is no required form, the College's Pre-Issue version is available on the Quality Share Point. The following must be completed as a minimum requirement.

- All essential details completed, to clearly identify the course, module, assessment, assessor, and internal verifier
- areas of good practice and concern should be highlighted in line with assessment criteria
- constructive and developmental feedback is given to the Assessor
- clear actions with deadlines to bring assessment briefs in line with College and Awarding Body requirements where applicable
- signatures and dates from both Internal Quality Assurance and assessor to confirm acceptance of comments and feedback. This is a requirement even if there are no actions to address.

If there are any remedial actions required, the following must also be completed on the same document as above. This must be completed and signed off by the Internal Quality Assurance prior to distribution to students.

- Document steps taken to address previously identified actions
- provide links to the evidence for ease of access
- if the IQA has agreed the actions are completed, the assessor and the IQA must sign and date to confirm acceptance
- if the IQA does not agree the actions are completed further actions and deadlines are provided.

All assignments and their Internal Quality Assurance approvals must be reviewed each year. While the assessments may stay the same, key details need to be reviewed annually to ensure they are suitable for that cohort.

- Assessment dates, hand out, hand in, resubmission and Internal Quality Assurance, are accurate and in line with current academic calendar
- Assessor and Internal Quality Assurer names are current
- Unit/Module details are current
- Any scenarios are relevant and represent the workforce the learners are expected to enter. e.g. in legislation or working practices in the vocational area.

Internal Quality Assurers will organise the procedures listed above and report the outcomes to Curriculum Managers. Curriculum Managers in conjunction with the Quality Team will monitor any improvement action plans.

For Higher Education all External Examiners should approve assessments prior to distribution to students.

Internal Quality Assurance of Assessment

Completed student assessments must be Internal Quality Assurance on an ongoing basis throughout the Course as assessment has taken place (Formative) and at the end of the Programme (Summative). This is to ensure learners are getting a fair, accurate and consistent assessment process across the curriculum.

Internal Quality Assurance Sample Strategy.

All courses are required to create a sampling strategy and sampling plans. An **Internal Quality Assurance sample strategy**. will contain the following information to justify the sampling strategy allocation. A template is available on the Quality Share point.

- Unit/Module title
- Assessment title
- Assessor name
- Internal Quality Assurance name
- Sampling risk rating (low/medium/high)
- Reasons for risk rating (for example, new member of staff/new to subject/prior issues with assessment)
- Initial sampling % based on risk rating
- Follow up sampling rates if no issues found on initial.

Sampling Risk Rating

All delivery staff and assessors must be provided with a **sampling risk rating** depending on several factors. These ratings change throughout the course and can be different for each unit and/or assessment. For example: a member of staff may have been teaching for 15 years but has no experience delivering and assessing BTEC qualifications. Therefore, their sample rating would be higher than someone who had been teaching for 5 years and had taught BTEC, the module and the same assessment for those five years. Ratings can increase or decrease as assessments have been completed and internally verified. Factors to determine the sampling risk rating include:

- Experience in teaching career
- Experience in teaching type of qualifications
- Experience with the learning organisation
- Experience in completing assessments using the same methodology
- Previous development points raised in internal verification and external verification processes

- Number of learners being assessed
- Specific Awarding Body requirements.

Internal Quality Assurance Sampling Plan

An **Internal Quality Assurance sampling plan** will identify all learners and all assessments and will identify which learners and their assessments will be subject to Internal Quality Assurance. The requirements of the Awarding Organisation e.g., in relation to the sample size required in terms of the length of experience & qualification held by the delivery staff and assessors will be checked. Where there are 10 students or less on a qualification, a minimum sample size of 100% is required. **Please confirm with Awarding Organisation regulations as the appropriate sample size required.** Links to guides are available on the Quality Portal.

The Internal Quality Assurance process must include samples from all delivery staff and assessors e.g., at least one sample from each assessor and be across the full range of units. Also, the random sample of students should be taken from the whole group list of students, the number of students is dependent on sample size. This should also include the range of different forms of assessment used e.g., written work such as essays, presentations & practical work etc.

Internal Quality Assurance must see a range of grades to help determine if the current sample is appropriate or if others need to be picked, to allow for a sample of all grades.

At level 6 dissertations and/or final pieces of work must be double marked.

It is best practice to follow the principles of CAMERA when creating a sampling plan:

- **C (candidates or learners):** sampling must cover ethnicity, gender, employed full or part time and special arrangements, all referrals.
- **A (assessors):** sampling will cover all assessors taking into account a higher risk of new assessors or feedback from External Verifier (EV) reports, across all assessment sites, occupational and qualification, experience, evidence of countersigning of unqualified Scottish/National Vocational Qualification (S/NVQ) Assessors.
- **M (Methods of assessment):** sampling will cover all Vocationally Related Qualifications (VRQ's) and National Vocational Qualification (NVQ) unit's assessments, a higher percentage if the method of assessment has been adjusted in terms of agreed flexible assessment method, questioning, observation, product evidence or evidence of Recognition of Prior Learning (RPL).
- **E (Evidence types):** written confirmation that Vocationally Related Qualification (VRQ) assignments and Scottish/National Vocational Qualification (S/NVQ) evidence is valid, authentic, current, sufficient, plus a focus on any special requirements and identified problem units.
- **R (Records):** all documents relating to assessments and assessor feedback to learners
- **A (Assessment locations):** across different assessment locations, main centre location and satellite centres

Internal Quality Assurance Sampling Plans must be in place within a minimum of one week before the start of the programmes. The verification process must ensure that assessors provide students with feedback that is timely: within 3 weeks of the hand-in date in line with the Assessment Policy.

The following are pointers when carrying out Internal Quality Assurance of assessment decisions.

- All regulations should be followed and documented accordingly, in terms of late submission of work, re-submissions, referrals, student requests for Extensions to Deadlines, Extenuating or Mitigating Circumstances etc
- Feedback should celebrate achievement by students & provide specific, subject related guidance on how improvements can be made in future work (Awarding Organisation regulations are checked with regards to the amount / type of feedback permitted where the student is going to re-submit work)
- Feedback should be specific to individual needs (in a format accessible to the student)
- Feedback should be directly linked to evidence and relevant assessment criteria
- Feedback should have specific (SMART) action points and targets to be completed within an expected period
- Feedback should summarise overall performance, i.e. indicating or providing a grade level where appropriate and provide an indication of distance travelled in subject knowledge
- Assessment Verification must be used to record:
 - Verification of the assessment decision(s) taken by the assessor
 - Supportive, constructive, developmental feedback to the assessor
 - Give examples of good assessment practice
- Internal Verifiers will organise the above procedures and report the outcomes to the team, Curriculum Managers / Quality Team
- All signatures and accompanying dates are present and timely
- Head of Quality, Teaching Learning and Assessment/ Curriculum Managers / Quality Team will monitor any improvement action plans from the IQA and EQA process.

If an Assessor and Internal Quality Assurer cannot agree on an outcome from sampling. Both sides must be referred to a third party to make an informed and evidence-based decision. This will usually be the line manager. Details of this and the outcome must be logged on the IQA documentation.

Advise and Support Assessors

Internal Quality Assurers are required to:

- Monitor and evaluate the effectiveness of the Assessors
- Brief Assessors on any changes
- Give advice and guidance, for example the interpretation of the Unit(s) and/or Qualification
- Identify and agree Assessor's training needs (where appropriate)
- Support / facilitate training for Assessors
- Standardise the assessment process to ensure accuracy and consistency of standards in the assessment of units, across units over time
- Where any disagreement occurs between Internal Verifier and Assessor a professional discussion should be held and recorded. If this does not resolve the differences of opinion, then another experienced Internal Verifier's opinion should be sought, to reach a satisfactory conclusion.

Maintain Records of Assessment and Internal Verification

Internal Quality Assurers are required to:

- Ensure that delivery staff and assessors use appropriate documentation & procedures correctly
- Ensure that audit trail is robust and all dates / signatures etc. are entered as required

- Ensure that documentation and systems are meeting Regulatory and Awarding Organisation requirements
- Ensure that the records are stored securely and safely and for the times specified by an Awarding Organisation
- Ensure that records are available for External Audits and verification.

Each Academy must have a central IQAEQA folder which contains all IQA documentation for the courses which sit under them. This can be on Google Drive or OneDrive/Teams. Departments must do the following:

- Provide access to the Quality & Standards Team via placing access links in the central IQAEQA folder
- Ensure they are stored securely in a location accessible to all staff and fully upholding wider policy such as GDPR and Health and Safety.

4. Preparing for External Quality Assurance (EQA) Visits/Samples

All qualifications, other than college certificates, delivered at The Sheffield College will undergo some form of EQA activity. This is carried out by the external stakeholder such as Awarding Bodies and Regulatory Bodies to ensure the qualifications are being delivered up to the nationally recognised standards and expectations. Failure to meet these standards may result in a hold on the college's ability to register and claim learners until improvements are made.

The main point of contact between the awarding organisation and curriculum is the Quality Assessment & Standards Officer (QASO). Most stakeholders will contact the QASO in the first instance. If curriculum is contacted first, they must make the QASO aware of this contact.

To support with EQA activities a checklist has been created. This can be found in the appendices of this document and on the IQA Portal. Some of the details they will want to validate will include the following, but not limited to:

- Accurate details on the current numbers of Student's enrolled per qualification
- Delivery staff and assessors & Internal Verification details (CVs, CPD records, qualifications & staff development plans)
- Evidence of learner's targets and progress towards them. (Student progress reviews, targets, and achievements & special assessment requirements)
- Assessment records including any re-submissions, referrals and tracking documentation
- Details of the available resources for student support
- Details of other assessment sites e.g., addresses of placements or workplaces
- Details of any satellite, franchise arrangements
- The internal verification sampling strategy and plans
- Internal verification files & records including feedback to Assessors and/or discussions with students
- Previous EQA reports
- Records of claims made for certification
- Students' portfolios / e-portfolios
- Evidence of Team Meetings / Standardisation activities

- Procedures / Awarding Organisation Regulations for the safe storage & retention of student work & also the correct policy / procedure for returning work to students
- Appropriate College Policies.

External Examiner Sample - For Higher Education Only

Following internal moderation, all assessment that contributes towards a qualification must be moderated by External Examiners, and advice provided to internal examiners/verifiers as appropriate.

The sample selected for external moderation should normally include all summative work for an agreed selection of students from a given cohort, based on the marks agreed by internal examiners (e.g., all firsts, fails, borderlines & spread, or minimum sample size depending on cohort numbers; twelve students or less - all). The guiding principle for any selection of scripts/assessed work is that external examiners should have enough evidence to determine that internal marking and classifications are of an appropriate standard and are consistent.

Reference Assessment Regulations of Awarding Partners for any further and/or specific information on sample selection.

Course Management and Staff Induction

Curriculum Managers & Internal Quality Assurance staff, including HQTAs, are required to ensure that Assessors have the appropriate expertise as required by the assessment requirements. In addition, experienced Internal Verifiers must support staff new to the Awarding Organisation or qualification.

- **Before each intake of the Course begins;** the appropriate member of staff should check that the Qualification Specification to be used is the correct version, not expired or due to expire, and appropriate Awarding Organisation approval is in place & any rules of combinations of units required for particular qualifications has been checked.
- **Before each intake of the Course begins;** Curriculum Managers, HQTAs & Internal Quality Assurance staff should ensure that Assessors have: an induction to the Unit / Qualification and the requirements; a scheme of work (SoW); a copy of the appropriate Awarding Organisation assessment, verification and quality assurance regulations and associated documentation and all associated College Policies and procedures, including this document.

Managers must ensure that each qualification has the required number of Internal Verifiers in place & that they have access to appropriate training including the opportunity to attend Awarding Organisation briefings as appropriate & to work towards appropriate Assessor / Verifier qualifications.

Allocation & Role of Internal Quality Assurance:

There will be at least one Internal Verifier for each qualification. Large qualifications with higher numbers of students may require more and must meet Awarding Organisation requirements.

Internal Quality Assurance must be qualified teachers with significant experience of teaching and assessing. Work based learning assessors require an internal verification qualification.

For qualifications that are delivered in more than one location, one of the Internal Verifiers should act as a Cross-College Verifier (CCV). An appropriate sample of assessment used from each location.

Lead Internal Verifiers (Lead IV) & Accredited Internal Verifiers (AIV)

Some Awarding Organisations require there to be an Internal Quality Assurance who takes responsibility for organising internal verification across an institution, such as the Lead IV for BTEC/Pearson or AIV for the Skills and Education Group. In such cases, the Cross-College IV can be the same person and allocation of responsibilities must comply with Awarding Organisation Regulations.

Lead IVs and AIVs must participate in Awarding Organisation briefings and cascade information to the rest of the team.

Standardisation Activities

Internal Quality Assurance expected to organise standardisation activities to ensure a consistent, reliable, and accurate assessment experience for all learners.

Every department must have a calendar of planned standardisation activities for the academic year before delivery commences. In most cases as a minimum these should be planned to take place at each Common Assessment Point (CAP).

Examples of standardisation activities could include:

- Assessment levels and command verbs appropriate to the level of assessment
- Creating assessment materials and methods
- Standardised marking of assessments to meet nationally recognised level standards
- Checking that each member of staff involved in the assessment activities has the same expectations of student work for each grade awarded
- That assessment activities will provide the required breadth and depth of assessment
- Checking of adherence to the assessment schedules, with planned amendments made to accommodate any changes where necessary, for instance changes in staffing
- Blind marking
- Second marking
- Internal Quality Assurance of assessments
- Use of alternative assessments Interpretation of Policies and Procedures
- Discussing qualification/programme requirements.

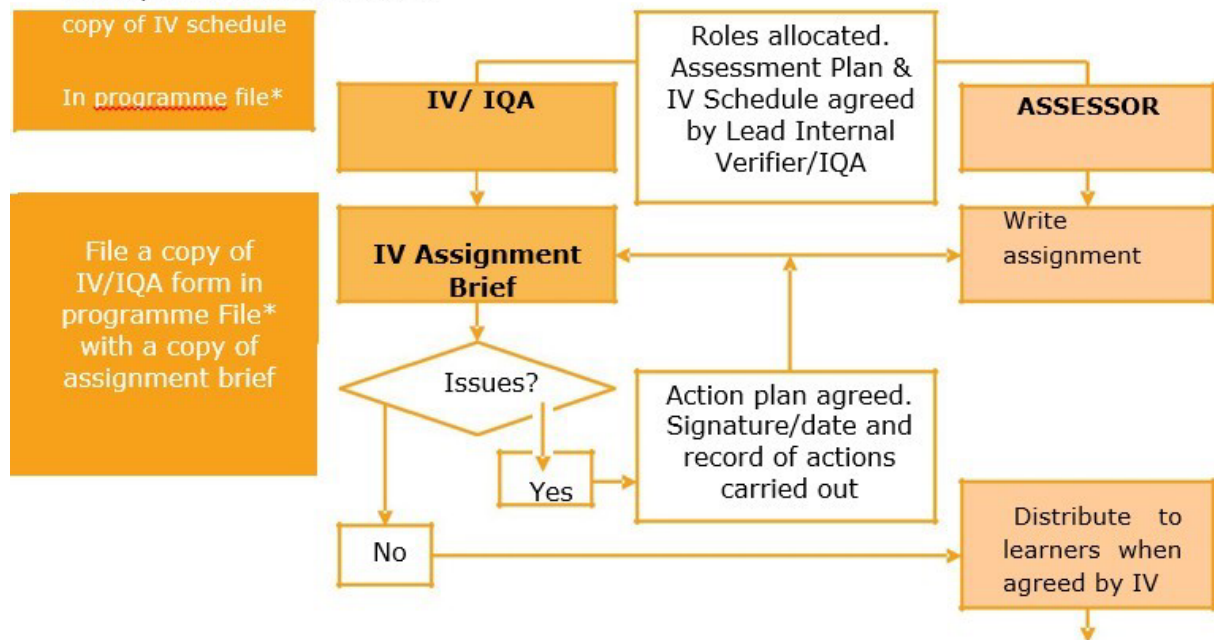
5. Responding to Student Appeals on Assessment

The College's Appeal Procedure allows for a student or students to appeal against decisions made by the College in relation to assessment procedures. Please refer to the College's Appeals Policy, should there be an appeal relating to assessment procedures.

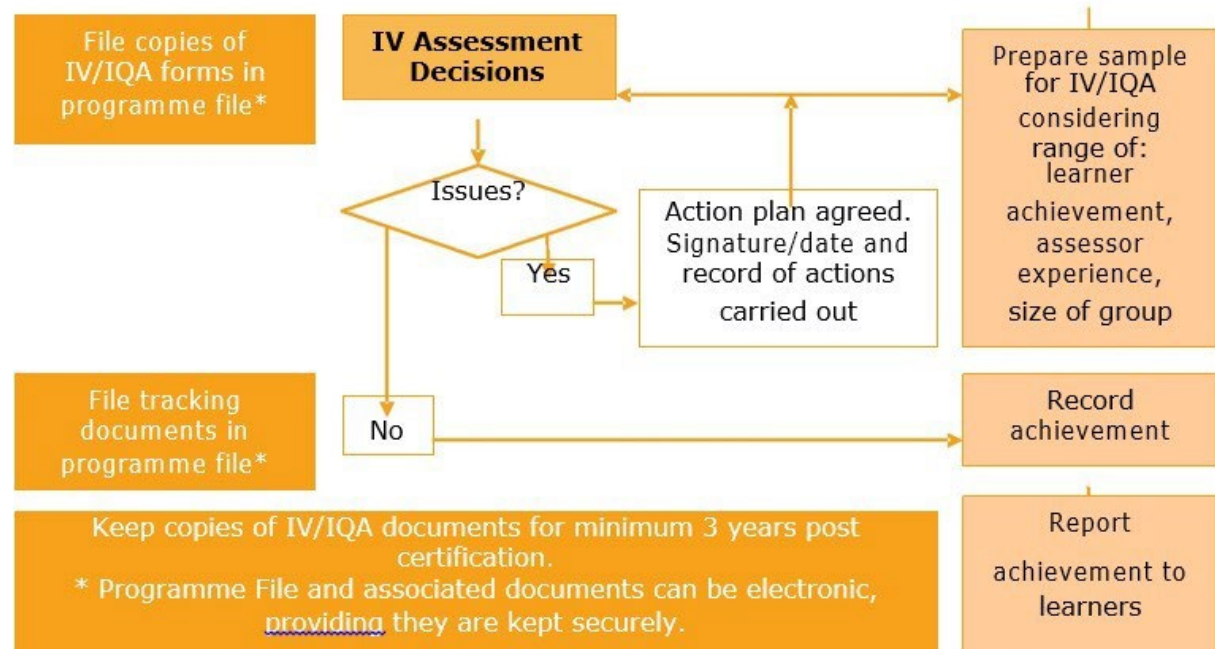
The Appeals procedures should not be used where students wish to complain about their experience at the College, or about assessment decisions themselves. These matters should be dealt with under the College's Complaints procedure. Please therefore refer to the College's Complaints Procedure should a student wish to complain about an assessment decision.

Appendix 1: IQA Assessment briefs and Assessment decision flow charts

4.1 IQA Assessment Briefs



4.1 IQA Assessment Decisions



Appendix 2: EQA Visit preparation checklist

EQA Visit Preparation Checklist

Visit (Tick)	<input type="checkbox"/> External Qualification Assurance (EQA) <input type="checkbox"/> External Verifier (EV) <input type="checkbox"/> Standards Verifier (SV) <input type="checkbox"/> External Moderator (EM) <input type="checkbox"/> External Examiner (EE)	
Purpose	<p>This document is intended to provide an efficient and supportive process to ensure all EQA visits are completed, and direct claim status is achieved, where possible.</p> <p>The activities completed in preparation for an EQA visit, should always also consider any specific Awarding Organisation (AO) requirements.</p> <p>All EQA visits must go via the Quality Officer at Qualityunit@sheffcol.ac.uk. If you have been notified directly about a visit, please contact the Quality Officer so they are aware.</p>	
Activity	Item	Date Complete
1.	<p>Confirm the suitability of EQA proposed visit with EQA and Quality Assessment and Standards Officer (QASO). If notified directly from EQA confirm with EQA and then inform QASO.</p> <p><i>This should also include:</i></p> <ul style="list-style-type: none"> • Confirm the date of the sample and the format, online or visit, • Confirm all staff members required and notify, • Confirm the travel arrangements, including the site which they are visiting and parking needs, • Confirm IT access with Helpdesk. (helpdesk@sheffcol.ac.uk), • Confirm room booking, • QASO will set up an Outlook Calendar meeting as a central repository for files and information. 	
2.	<p>Review and confirm course registration and administration details.</p> <p><i>This should also include:</i></p> <ul style="list-style-type: none"> • Complete accurate details on the current numbers of Students enrolled, • Check all learners are registered and Awarding Body have accurate details, • Ensure delivery staff and assessors records are up to date and correct, • Provide Awarding Organisation with centre updates, via Quality Officer, • Check all candidate registrations, • Review actions from previous EQA visit(s) / report(s) and ensure completed with evidence, • Provide originals of certificates for staff members and CPD records 	

3	<p>Review and prepare requested sample to be accessed by EQA with all items clearly labelled to allow them to follow the learner assessment journey.</p> <p><i>This should also include:</i></p> <ul style="list-style-type: none"> • Obtain requested sample portfolios and carry out a final quality check of the portfolios. • Prepare for EQA observation of assessment / meeting learners. (if required) • Student progress & SEND records. (if applicable) • IQA records available: <ul style="list-style-type: none"> ○ Sampling Strategy, ○ Sampling Plan – formative and summative, ○ IQA Files & records including feedback to Assessors, ○ Sampling reports, ○ Evidence of discussions with students, ○ Standardisation minutes of meetings and training records. • Other requirements as requested by the Awarding Organisation. • Programme records available: <ul style="list-style-type: none"> ○ programme specifications, ○ Handbooks, ○ planning for learning. 	
4	<p>Review and prepare wider documentation as needed by the Awarding Organisation.</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> • Organisational charts • Awarding Organisation Policies • The Sheffield College Policies and Procedures (see Quality, People, Student Experience Portals) Policies can include: <ul style="list-style-type: none"> ○ Internal Quality Assurance, ○ Registration and Certification, ○ Safeguarding, ○ Malpractice, appeals and complaints, ○ Equality and Diversity / Equal Opportunities, ○ Appeals Policy, ○ Recognition of Prior Learning (RPL), ○ Health and Safety, <p><i>Internal / External Communications strategy.</i></p>	
5	<p>Review visit report and follow up on any actions and/or recommendations.</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> • Quality Officer will forward report when received. • Quality Officer will document the following: <ul style="list-style-type: none"> ○ programme details, ○ outcome BRAG, ○ DCS status (if applicable) ○ completed actions, ○ recommendation. • Curriculum staff to create an action plan based on actions and recommendations <p><i>Action plan to be reviewed and signed throughout the year via Quality mechanisms.</i></p>	

Suggested IQA EQA File

Suggested IQA & EQA File Index

Section	Sub Folder	Signposting Stored somewhere else? Just tell us below with access links if online.
Performance and Management	EQA reports, including previous years.	
	Calendars & minutes of meetings <i>(Including standardisation activities)</i>	
	Awarding organisation specification/s <i>(Checked in date & valid)</i>	
	Awarding organisation current guides and support documents.	
	List of team duties and specimen signature.	
Teaching, Learning & Assessment	Timetables	EBS
	Handbooks <i>(Programme, unit/module, course & learner)</i>	
	Programme planners <i>(if applicable).</i>	
	Assessment calendars.	Markbook
	Grade tracking.	Markbook
	IV Sampling plan	
	Internal Verification of assessment briefs	
	Internal Verification of assessment and feedback	
Student Experience and Enrichment	Health and safety records <i>(Including risk assessments)</i>	
	Learner's feedback <i>(unit/module level and course overall)</i>	

Appendix 3: IQA Support Document and Checklist

Document/ Process	Description	Completion Date	Contents	Benefits	Completed?
Programme Planner	<p>Required for each qualification to ensure it meets the credit/GLH requirements set by the awarding body.</p> <p>This is a list of the units/modules delivered including level and credit/GLH. When combined if the totals don't add up to the requirements set by the awarding body there is an error in curriculum planning. For example, - 5 credits means another 5 credit module needs to be delivered.</p>	Prior to the start of the qualification	<ul style="list-style-type: none"> • General qualification information. • Titles and codes for units/modules. • Unit/modules level and credit information. • Details of mandatory, optional or specialist units (if applicable) • Total credit information to ensure compliant with awarding body 	<p>Learners:</p> <ul style="list-style-type: none"> • Adequate time for learning and assessment. • Appropriate design of programme to suit the learners needs. <p>Staff:</p> <ul style="list-style-type: none"> • Programmes can be timetabled correctly. • Confidence minimum awarding body requirements are met, such as credit values and levels. • Assessment calendars can be created to provide a positive TLA experience. 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>
Assessment Calendar.	<p>Required for each qualification. This is a calendar which clearly shows the key assessment and IQA dates for each assessment. This includes:</p> <p>A copy of the assessment calendar can be downloaded from Markbook. To do this click "Markbook reports" from the top menu and then "assessment plan"</p>	Prior to start of the qualification.	<ul style="list-style-type: none"> • Details of each assessment including module title, code, and assessment number. • Each assessment should give clear dates for the following. <ul style="list-style-type: none"> ○ Assessment type ○ Handout date, ○ Submission date, ○ Internal verification date, ○ Resubmission date, 	<p>Learners:</p> <ul style="list-style-type: none"> • Can provide the learners with a range of assessment methods. • Learners are not overworked by deadlines overlapping. • Learners are assessed using a range of skills and techniques. <p>Staff:</p> <ul style="list-style-type: none"> • Can vary assessment submissions to ensure marking and feedback is not overlapped. • Can vary assessment methods to suit learner profiles 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>

				<ul style="list-style-type: none"> Not overworked by overlapping hand in dates. 	
Internal Verification strategy.	<p>A brief document which provides a sampling risk rating for every assessor. This will be different for each course the assessor delivers on based on the details considered. Usually in the same document as the internal verification plan.</p> <p>This rating can change throughout the year as factors change.</p> <p>When creating risk rating consider the following for each assessor:</p> <ul style="list-style-type: none"> Qualifications Experience Workload Locations 	Start of qualification.	<ul style="list-style-type: none"> List of each unit/module on the qualification. Next each unit/module will be the assessor's name. Percentage for sampling Justification for percentage sampling decision. Next to each of the above is the internal verifiers name. 	<p>Learners:</p> <ul style="list-style-type: none"> An indirect benefit as this process ensures all assessment and feedback is valid, accurate and reliable. <p>Staff:</p> <ul style="list-style-type: none"> A clear plan shows all staff the internal verification process, how much of their work would be verified and who will be doing it. 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>
Correct registration of learners	<p>It is important that all learners are registered to the correct qualification and pathway. Errors can lead to increased costs, possible non accreditation and in some cases, learners needed to complete additional assessments.</p> <p>This is completed in conjunction with the examinations and Quality & Standard team. Confirmation of completion will be needed.</p>	Start of qualification before registration cut-off date. (42 days)	<p>Compare a list of enrolled learners to a list of registered learners.</p> <p>Check qualification title, code, and pathway with programme planner.</p> <p>Confirm they are on the correct qualification. If not confirm if transfer or withdrawal.</p>	<p>Learners:</p> <ul style="list-style-type: none"> Learners are registered and enrolled on the correct qualification/pathway. No additional work is needed if mistakes are spotted. <p>Staff:</p> <ul style="list-style-type: none"> No additional teaching and assessment are needed for units/modules missing due to incorrect qualification/pathway. No additional costs/fines for the department. No sanctions against the college. 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>

Internal Verification (IV) plan.	<p>This is a plan which illustrations which assessments will be internally varied in accordance with the internal verification strategy.</p> <p>Must follow CAMERA when determining the samples. The sample must cover all of the following:</p> <p>Candidates Assessors Methods of Assessment Evidence Records Assessment Locations</p>	<p>At the start of the qualification.</p>	<p>The usual format is a table or spreadsheet. This will list of learner's names down the left side and all possible assessments across the top. You then indicated which assessment you plan to internally verify.</p> <p>If changes need to be made, due to learner sickness for example, pick another learner.</p> <p>When picking assessments to IV follow the following you must make sure you all the following have some included.</p> <p>Candidates Assessors Methods of assessment Evidence Records Assessment Locations</p>	<p>Learners:</p> <ul style="list-style-type: none"> An indirect benefit. While learners will not be aware of this process, they will benefit from a quality assurance process which ensures reliability, accuracy and validity of their assessment and feedback. <p>Staff:</p> <ul style="list-style-type: none"> Increased confident in their assessment and feedback process. 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>
Internal verification (IV) of assessment briefs (if applicable)	<p>All assessment briefs need to be internally verified to ensure they meet learner, college and external stakeholders needs.</p> <p>If a brief is reused the following year it must be internally verified to ensure the assessment dates are accurate and the context used is still appropriate.</p>	<p>Prior to start of the qualification.</p>	<p>Each awarding body varies in the requirements you need to meet.</p> <p>Recommend using awarding body guidance and documents to ensure compliance.</p>	<p>Learners:</p> <ul style="list-style-type: none"> Give them an assessment which is clear in its requirements and provides the best opportunity for success. <p>Staff:</p> <ul style="list-style-type: none"> Reduced questions from learners regarding assessments as it is on the brief. Also reduces chances of resubmissions if correctly utilised. Reduces resubmissions due to lack of understanding of assessment requirements. 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>
Internal verification of assessment decisions.	<p>It is important that learner's assessment, grading, and feedback is regularly verified throughout the academic year.</p>	<p>Can be done by two methods.</p>	<p>Each awarding body varies in the requirements you need to meet.</p>	<p>Learners:</p> <ul style="list-style-type: none"> Another indirect impact. This process ensures the learners are receiving a consistent assessment and feedback style. 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>

	<p>The size of the sample is decided by the internal verification strategy and will vary by assessor. The specific learners and assessments to be sampled are in the internal verification plan.</p> <p>Work must be internally verified before grades and feedback are given to learners.</p> <p>When completing this process, you are ensuring the following are in place.</p> <ul style="list-style-type: none"> • Valid – work is relevant to the assessment criteria • Authentic – produced by learner • Current – work is relevant to time of assessment • Sufficient – the work covers assessment criteria • Reliable – consistent across all learners 	<p>First is to have various pre-arranged meetings throughout the year.</p> <p>Second is to complete this as work comes in.</p>	<p>Recommend using awarding body guidance and documents until EQA approves the new TSC paperwork.</p>	<ul style="list-style-type: none"> • Assessment grading and feedback are accurate and less likely to be amended after external verification. <p>Staff:</p> <ul style="list-style-type: none"> • Identification of good practice and areas of development to distribute amongst the team. • Saves embarrassment when having to regrade learners work (if given back prior to IV) 	
Grade tracking	<p>It is vital that the learner's achievements are tracked on a criteria level. This will provide the tutor and learners with clear information to allow them to progress.</p> <ul style="list-style-type: none"> • Education & Training utilise Markbook. • Apprenticeships utilise Smart Assessor. • Higher Education utilise HE Markbook. 	<p>Set up prior to start of course.</p> <p>Grades input from the start of the qualification</p>	<p>Once structures and assessment schedules are in place, grades need inputting.</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Provides a central location for up-to-date information on their progress and development. <p>Staff:</p> <ul style="list-style-type: none"> • Staff can monitor learners progress overall, including whole cohorts. • A central location to all ease of access for all staff members without needing to chase. 	<p>Tick <input type="checkbox"/></p> <p>Date:</p>

Standardisation Plans	<p>With the qualifications constantly changing it is important that all staff regularly complete standardisation events.</p> <p>These are mainly internal, but some awarding bodies host external ones.</p> <p>This ensures all staff are consistent in their IQA and assessment of learner's work.</p>	<p>Plan set up prior to start of course.</p>	<p>When completing these activities, it is important to keep evidence. This can be in the form of minutes and completed documents.</p> <p>It is recommended to embed these sessions within your department calendars, so they are visible to all. This should include the activity allocated to that session.</p> <p>Standardisation Activity Suggestion</p> <ul style="list-style-type: none"> • Creating assessment materials • Marking of assessments • Internal verification of assessments • Use of alternative assessments • Interpretation of Policies and Procedures • Discussing qualification/programme requirements. 	<p>Learners:</p> <ul style="list-style-type: none"> • Another indirect influence. Learners would receive consistent assessment and feedback from all staff. • Learners can benefit from innovative assessment and feedback processes once gone through this process. <p>Staff:</p> <ul style="list-style-type: none"> • Staff members will gain confidence in all aspects of IQA and assessment. • A space to discuss and verify alternative assessment and feedback sessions. . 	<p>Tick</p> <p><input type="checkbox"/></p> <p>Date:</p>
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Internal Quality Assurance Start of Year

Curriculum Area: Academy:

Course Code/s:

Before the Start of the Qualification

Item	Completed	Date Completed	Comments
Previous year external quality assurance actions and/or recommendations completed, tracked and evidence available for next sample.	Y/N		
Alternative assessment and feedback discussions have been had between staff to ensure assessments are varied, develop a wide range of skills, and avoid excessive workload points.	Y/N		
Internal quality assurance calendar with key internal quality assurance dates created and shared with staff	Y/N		
Standardisation events arranged with dates and topics shared with all staff.	Y/N		
Internal quality assurance strategy completed and all staff aware of who their internal quality assurer is, and the sampling rates needed.	Y/N		
Internal quality assurance plan created, ready for learners' names to be input, once enrolled. Clearly stating all assessment details to ensure CAMERA is followed.	Y/N		
Markbook structures checked as accurate for the upcoming academic year.	Y/N		
Assessment schedules uploaded to Markbook.	Y/N		
Embargo dates are added to assessment schedules on Markbook (only if applicable).	Y/N/NA		
Internal quality assurance files are set up and contain all minimum requirements as detailed in the Internal & External Quality Assurance Policy. Policies	Y/N		
Internal verification of assignment/assessments briefs completed.	Y/N		
Schemes of work completed are ready for Planning for Learning Audit by HQTLA or equivalent.	Y/N		
Virtual learning environments are created and set up to represent the specification being delivered. All documents are uploaded and ready for when learners are given access.	Y/N		
Module/Unit handbooks completed, quality assured and ready to distribute to learners.	Y/N		

Start of Qualification

Item	Completed	Date Completed	Comments
Enrolments checked for accuracy.	Y/N		
Learners' names are input into the Internal quality assurance plan. Checked to ensure all elements of CAMERA are covered as detailed in the Internal & External Quality Assurance Policy.	Y/N		
Census app progress check 1 completed to confirm the accuracy of the learner's enrolment to be registered or withdrawn/transferred. Details were released at the start of the academic year.	Y/N		

If you require any support with any of the above points, please feel free to contact the Quality & Standards team at qualityunit@sheffcol.ac.uk.