

## **Quality Assurance of Assessment Policy**

ANTA Education Ltd aims to provide the best quality and value teaching, learning and assessment which is delivered by specialist trainers and consultants. We strive to meet the needs of individuals and employers; working in partnership to enhance the quality of staff development.

ANTA Education Ltd is committed to providing high quality, reflective evaluation of learning, teaching and assessment to enhance the learning experience. There will be rigorous Internal Quality Assurance to ensure all aspects of teaching, learning and assessment meet the highest standards and are compliant with Awarding Organisation requirements, as applicable.

Quality assurance is fundamental to ANTA Education Ltd and is embedded in all of our teaching and learning processes, programmes and services. It guarantees the integrity and value of our teaching, learning and assessment. We ensure that quality is embedded in the design and delivery of our qualifications and programmes, and work with our learners and employers to ensure this.

This policy refers to an Internal Quality Assurer (IQA) as those responsible for quality within a qualification.

### **Quality Assurance Strategy**

ANTA Education Ltd. is committed to the following:

- Quality Meetings are held regularly for standardisation and development of best practice in teaching, learning and assessment which all relevant staff are expected to attend
- Ensuring occupational competency and expert knowledge of all teaching and quality assurance staff
- Ensuring valid, reliable and authentic assessment of learning and progress throughout the programme
- Offer every learner and employer the opportunity to provide feedback on their experience to allow reflection to recognise best practice and make improvements
- Strict adherence to the awarding organisation policies and procedures.

### **Strategic analysis of quality**

As part of the annual quality review all external moderator reports, retention data, achievement rates, learner voice and employer surveys will be reviewed and summarised by the directors to inform planning and the Quality Improvement Plan.

The Quality Improvement Plan is designed to improve teaching, learning and assessment, meet changing demands for employers, qualification changes and updates and maximise opportunities for further business growth.

The directors will maintain electronic records for every qualification and unaccredited programme

Every trainer and assessor will be observed to ensure the best quality training.

### **Internal Quality Assurance**

Trainers and assessors who deliver and make assessment decisions for learners undertaking accredited qualifications need support from their Internal Quality Assurer (IQA). The role and

support from the IQA is of paramount importance to the overall success, achievement and positive outcomes for the qualification.

There are four main aspects to the Internal Quality Assurer (IQA) role:

- Plan, operate and evaluate internal assessment and quality assurance systems
- Support and develop trainers and/or assessors
- Monitor and improve the quality of assessment practice
- Apply policies, procedures and legislation to meet external and regulatory requirements

Further amplification of the IQA role

- Explain to delivery team why the internal moderation process needs to take place throughout the delivery and assessment of the qualification.
- Before starting the delivery and assessment, the IQA should check against the scheme of work, the qualification specification and the planned assessments, that all the learning outcomes and the ranges have been addressed. The IQA should keep accurate records of tracking of assessments from registration to certificate claims. Any refinements needed should be completed by the trainer, prior to issuing the assignments, assessments, tasks or projects to the learners.
- The IQA should sample consider the experience of the tutor/assessor when sampling assessments. New Tutors/Assessors should have 100% of their courses sampled during any initial probation period. Experienced assessors should have no less than 20% of their courses sampled. If in doubt, the IQA should consult the ANTA Education Ltd management to confirm the level of sampling required.
- The IQA should formally record their findings when sampling assessments. They should check for validity, suitable tone and language of the tasks. Additionally, they should check that the tasks are fit for purpose and appropriate for the level of the qualification and presented in a manner which may be clearly understood by the learner. Interim IQA should be included in the sampling plan, so that improvement to assessment practice can be applied before the final assessment of the learner takes place.
- The IQA should check the suitability and assessment feedback including formative and summative assessments. All feedback should recognise the strength of the learner and must include areas for development to ensure stretch and challenge of every learner.
- The IQA should hold/lead regular standardisation activities/meetings with the delivery team and maintain records of meetings. It should be clear whether any actions are necessary, by whom and by when.
- The IQA should ensure that targets are based on the starting points of the individual learner and thorough initial assessment has been carried out.
- Undertake observations with the trainers and assessors and provide feedback. This is also an opportunity for the IQA to meet and speak with the learners who are undertaking the programme.
- Provide written feedback (within 2 weeks) to the trainer/assessor promptly and discuss any findings and take appropriate action.
- To ensure that trainer/assessor give learners timely feedback, ie within the ANTA Education Ltd. guidelines of 2 weeks.
- The IQA should monitor whether issues of equality and diversity and access to assessment have been effectively identified and supported. They should provide the trainer/assessor with ideas for expanding the variety of assessment methods.

- Identify any areas for training and development for the trainer/assessor i.e. updating occupational competence, attending specific training linked with the qualification or TAQA training.
- Acknowledge, praise and share good practice, either for assessment feedback to the learner as well as the suitability of evidence presented to meet the learning outcomes and ranges.
- Re-visit any sampling which was not up to standard when the first sampling of the assessment was done.
- Maintain active support and guidance for trainer/assessor.

#### Accredited provision only

- Once the course has commenced and the learners are registered, the IQA should devise a sampling matrix taking into account the relevant sampling characteristics. This should follow the ANTA Education Ltd process or alternatively the requirement for sampling set by the awarding organisation.
- The IQA should make the assessment team aware of the sampling strategy and advise of dates when sampling is planned. This planning activity should be done with the cooperation of the trainer/assessor and in relation to the assessment plan i.e. scheme of work.
- Take care to sample a sufficient percentage of each trainer/assessor and to take into account any new members of staff to the team and those at risk.
- Keep to the sampling plan as much as possible. Provide written feedback to the trainer/assessor promptly and discuss any findings and take appropriate action.
- Re-visit any sampling which was not up to standard when the first sampling of the assessment was done.
- Record detailed written remarks when the sampling of assessment decisions takes place.
- IQA should ensure that appropriate support is in place for external and internal assessment.
- Keep up to date with any changes made by the awarding organisations to processes or procedures, or the content of the qualification standards.
- The Directors will keep the team informed when the External Moderator visits are planned.
- The IQA will prepare and brief the team for the External Moderator visit. Check on past action points (if applicable) and ensure that any actions have been implemented.
- The IQA should be present at the External Moderator visit to receive the feedback and agree any actions or discuss recommendations.
- Include the team in the External Moderator visit, even if it is just to introduce them. This provides the trainer/assessor with the opportunity to ask the External Moderator any questions.
- Be sure to de-brief the team once the External Moderator report is received and carry out actions or recommendation

#### All trainers are required to:

- Prepare the scheme of work and email to [info@antarecruitment.co.uk](mailto:info@antarecruitment.co.uk) for approval at least 2 weeks before commencement of course
- Prepare session plans and resources and email to [info@antarecruitment.co.uk](mailto:info@antarecruitment.co.uk) within 5 days of session
- Complete the register and email every 4 weeks (or at the end of the course if less than 4 weeks) to [info@antarecruitment.co.uk](mailto:info@antarecruitment.co.uk)
- Collect weekly feedback from learner to inform future planning and enhance learning experience

- Maintain a folder of class records (appendix 5)
- Inform Directors of any learners at risk of not achieving or with poor attendance
- Complete any other paperwork e.g. exam registration forms, awarding organisation forms
- Complete any formative or summative assessment, as required, to allow learners to achieve their qualification
- Complete any marking or tutor set assignments or class activities, as required,
- Return to ANTA Education Ltd all external assessment and examination papers fully completed and assessed ready for IQA and final submission to the awarding organisation.