



Hampshire
County Council

Hampshire Outdoors

Internal Quality Assurance Policy and Procedures

Date of last review/update

July 2024



Hampshire
County Council

Contents	Page
1. Purpose	3
2. Scope	3
3. Internal Quality Assurance	3
4. Appeals Procedure	9
Appendix 1 Appeals Procedure	11

Internal Quality Assurance

1. Purpose

The purpose of internal quality assurance process is to establish and maintain the quality of assessment for internally assessed and externally accredited learning programmes.

The policy aims to ensure the consistency of practice by Assessor/Tutors and Internal Quality Assurers (IQA) across all programmes delivered by Hampshire Outdoors.

2. Scope

This policy incorporates; internal quality assurance processes, procedures and guidelines to support courses run by Hampshire Outdoors including 1st 4 Sport, Leadership Skills Foundation (LSF) and Swimming Teacher Association (STA).

All staff are aware of the policy which is updated on an annual basis. The successful implementation of this policy depends upon those responsible for being fully familiar with the policy and implementing the procedures set out within.

This document should be used in conjunction with the specifications for the accredited programme.

3. Internal Quality Assurance

Internal quality assurance ensures that learners receive fair and equal access to assessment, which is free from discrimination and is made by well-informed and well-supported Assessor/Tutors. It also ensures that the standard of assessment remains consistent across time and learners with respect to individual Assessor/Tutors, and that there is consistency and standardisation between Assessor/Tutors. This form of standardisation is vital in the maintenance of a national standard of assessment.

Role and responsibilities of the (IQA)

The IQA must:

- understand the process of assessment and verification within the context of quality improvement
- have a relevant occupational background which can be related to the area to be verified
- maintain occupational competency relating to the qualification and/or vocational area to be verified
- ensure health, safety and environmental protection procedures are applied within assessment arrangements
- apply and monitor equal opportunities and access procedures throughout all assessment activities
- have a clear understanding of the standards and their associated Knowledge, Skills, and Behaviours (KSB) to which the learner is being assessed and ensure that any queries relating to the interpretation of the standards are clarified with the external quality assurer
- work with others to ensure the standardisation of assessment practice and outcomes
- follow agreed procedures for the recording, storing, reporting and confidentiality of information.

Responsibilities

The IQA has responsibility for the following:

- planning and carrying out the sampling of assessed work

- observing Assessor/Tutor performance
- advising, supporting and providing developmental feedback to Assessor/Tutors
- ensuring Assessor/Tutors interpret, understand and consistently apply the correct standards and requirements
- identifying issues and trends, for example several learners misinterpreting the same thing
- support standardisation activities to ensure the accuracy and consistency of assessment decisions between Assessor/Tutors
- meeting external quality improvement requirements.

Carrying out and evaluating internal assessment and quality assurance.

The IQA must ensure that:

- arrangements for carrying out internal quality assurance meets the requirements of the Awarding Organisation
- administrative and recording arrangements meet external audit requirements
- the eligibility of Assessor/Tutors to undertake assessment is checked against awarding organisation requirements
- appropriate support for Assessor/Tutors is available
- standardisation of assessments is carried out
- a procedure for complaints and appeals, which meets the requirements of awarding organisations, is in place and is followed when necessary, the Appeals Procedure is outlined on page 9 and a copy of the learner appeal pro-forma is included at appendix 1.
- appropriate recommendations to improve internal quality assurance arrangements are made to Hampshire Outdoors.

Supporting Assessor/Tutors

The IQA must ensure that:

- Assessor/Tutors have appropriate technical, and vocational experience
- Assessor/Tutors are familiar with and can carry out specific assessments and follow the recording and internal audit procedures
- the development needs of Assessor/Tutors are identified in relation to: principles of assessment; needs of learners; their technical expertise and competence
- Assessor/Tutors have the opportunity to develop their assessment experience and competence and their progress is monitored
- Assessor/Tutors have regular opportunities to standardise assessment decisions
- Assessor/Tutors are able to maintain quality standards.

Monitoring the quality of Assessor/Tutors' performance

The IQA must ensure that Assessor/Tutors:

- plan and prepare for assessment opportunities effectively
- have effective processes for making assessment decisions
- apply valid, authentic, current, sufficient and reliable methods of assessing learners' competence
- set up and maintain effective working relationships with learners at all stages of the assessment process
- apply relevant health, safety and environmental protection procedures,
- meet equality and access criteria
- give timely and effective feedback to learners
- maintain accurate and secure records
- receive accurate and helpful feedback on their assessment decisions.

The IQA will carry out the following activities:

- ensure Hampshire Outdoors and Awarding Organisations standards are maintained
- create sampling plans for their area of responsibility and qualification/standards they are quality assuring
- sampling assessments to verify assessment decisions and manage the quality of qualification delivery
- monitor and maintain learner records, and track progress against the qualification
- carry out QA interviews with learners where appropriate
- support and mentor assessors
- observing Assessor/Tutors carrying out assessments
- ensuring full embedding of wider subjects e.g. Equality, Safety, Safeguarding, Prevent
- deliver a system of standardisation of assessment judgement deal with appeals, complaints and problems, as appropriate
- liaise with External Quality Assurers during awarding body EV visits.

Sampling assessments

The IQA must ensure that the sampling strategy:

- meets awarding organisation requirements
- covers all Assessor/Tutors, learners, units, assessment methods and locations for each programme
- is an on-going process
- includes an increased ratio of assessment decisions made by new or inexperienced Assessor/Tutors
- checks that evidence is valid, sufficient, authentic, current, reliable and consistent
- guarantees that IQAs do not verify evidence that they have assessed.

Formative and summative sampling

Sampling assessments should involve reviewing the quality of Assessor/Tutors' judgements at both formative and summative stages.

- Formative sampling:
It is important the IQA samples assessment activity at different stages of the assessment process.
- Summative sampling:
The IQA should review the quality of the final assessment decision by evaluating how the Assessor/Tutor has reached that decision.

Sampling across Assessor/Tutors

The IQA should compare evidence across units, elements, performance criteria across Assessor/Tutors to ensure consistency between Assessor/Tutors over time and with different learners. This process also assists in identifying the most appropriate forms of evidence that can cover the requirements of the qualification/scheme.

Observation of assessment practice

By observing the Assessor/Tutor at work, a greater understanding of the assessment process is gained, particularly in the area of decision making; the IQA also achieves a greater understanding of how the diverse needs of learners are met.

Standardising assessment judgements

The IQA must ensure that:

- consistency and reliability of assessment is maintained
- records of standardisation meetings/exercises are kept
- feedback is provided to Assessor/Tutors
- problems encountered with individual learners are discussed and appropriate action taken.

Frequency and volume of internal quality assurance activity

IQAs should ensure that Hampshire Outdoors and/or the Awarding Organisation requirements are met. The frequency and volume of internal quality assurance activity is dependent upon the duration and intensity of the course, as well as the number of learners being assessed. As a guide, the sample of assessment decisions which are internally verified is usually between 20 and 40%. The IQA should compare evidence across units, elements or performance criteria across Assessor/Tutors to ensure consistency between Assessor/Tutors over time and with different learners.

New qualifications, standards, and newly appointed Assessor/Tutors/IQAs

When undertaking a new qualification, standard, or where Assessor/Tutors are newly appointed, IQAs should quality assure 100% of assessment decisions, in order to have confidence that judgements are consistent, and assessments are appropriate. Where an IQA is newly qualified, they will be mentored by an experienced IQA.

Meeting external quality improvement requirements

The IQA must:

- identify how internal assessments will be checked externally and the information needed for this purpose
- plan, collect and analyse information on internal assessment decisions
- agree the timing and nature of external verification arrangements
- give supporting background information to external quality assurers about the assessment process

- explain any issues raised by external quality assurers and give them supporting information as necessary
- raise concerns and disagreements about external audit decisions in a clear and constructive way
- refer any questions or concerns, which could not be dealt with internally, to the awarding organisation
- give Assessor/Tutors feedback on external verification decisions
- ensure external verification decisions are included in internal reviews of procedures.

Recording quality assurance activity

Recording mechanisms/documentation should provide evidence that internal quality assurance has been carried out regularly and systematically and should show that it has occurred across learners, units and Assessor/Tutors.

Evaluation of procedures

It is good practice to evaluate the reporting procedures regularly to ensure that the recording mechanisms are fit for their purpose and that the information recorded is appropriate and useful.

Currency and security

Records of all assessment and verification activity must be kept both current and secure and be made available only to appropriate personnel and for external verification purposes.

External Quality Assurance Visits

Liaison with external quality assurer

The IQA should liaise with the relevant manager at Hampshire Outdoors. The IQA and/or Hampshire Outdoors Manager will maintain contact with the External Quality Assurer (EQA) appointed by the awarding organisation to arrange an appropriate number of visits to the Centre.

Awarding organisation requirements

All necessary information, portfolios of evidence, learner records, and internal quality assurance records must be made available to the EQA and awarding organisation requirements must be met before, during and after the visit.

Issues and concerns

Any issues or concerns that have been raised by learners, Assessor/Tutors or other Centre staff that have not been satisfactorily resolved, should be raised with the EQA prior to the meeting, in order that these can be accommodated into the visit plan.

Sources of support

Support for IQAs is available from the following:

- Hampshire County Council's Hampshire Outdoors Service
- Awarding Organisation centre staff (via Hampshire Outdoors)
- External Quality Assurers (via Hampshire Outdoors).

4. Appeals Procedure

If a learner is dissatisfied with an assessment decision made by an Assessor/Tutor, they have the right of appeal. The main reasons for an appeal are likely to be:

- the learner does not understand why the assessment decision has been made because of lack of, or unclear, feedback from the Assessor/Tutor
- the learner believes the Assessor/Tutor has missed, misjudged or misinterpreted some of the evidence put forward for assessment.

Where the learner does not agree with the assessment decision, the learner should advise the Centre indicating the points of disagreement with reasons and reference to the evidence in the portfolio.

There are 3 stages in the appeals procedure and each stage must be completed before proceeding to the next one. All learners who register an appeal will receive a formal reply.

Stage 1

The learner appeals directly to the Assessor/Tutor who has carried out the assessment by completing the Learner Appeal Report (Appendix 1). The Assessor/Tutor will advise the learner of the decision in writing within 10 working days.

Stage 2

If the learner is not satisfied with the decision made in Stage 1, they can proceed to Stage 2 by appealing to the IQA. All learner appeals will be acknowledged and investigated to establish facts and evidence supporting the appeal. If an appeal is considered to be justified, remedial action will be taken. The IQA will discuss the appeal with the Moderator/Hampshire Outdoors lead who will respond within 10 working days of receiving the learner's appeal.

Stage 3

Learners who have exhausted Stage 1 and Stage 2 and are still not satisfied with the decision may proceed to Stage 3. This appeal must be in writing to the Awarding Organisation (details below) and must be accompanied by copies of all the documentation used in Stage 1 and Stage 2. The Awarding Organisation decision will be final.

STA - website: sta.co.uk

Ofqual (England) - details

Earlsdon Park, 53–55 Butts Road, Coventry, CV1 3BH

Tel: 0300 303 3344 (the phone line is open on weekdays from 09:00 to 17:00 *except bank holidays)

Website: ofqual.gov.uk

Email: complaints@ofqual.gov.uk

[1st4sport Policies and Procedures –](#)

[Policies | Leadership Skills Foundation](#)

[Policies and Procedures \(swimming.org\)](#)

Learner Appeal Report

Learner Name:	Assessor/Tutor Name:	IQA Name:
---------------	----------------------	-----------

Stage 1 Assessor/Tutor Decision

<p>Assessment Details</p> <p>Course:</p> <p>Unit / Learning Outcome:</p> <p>Assessment Method:</p> <p>Original Assessment Decision:</p>
Learner's Reason for Appeal:
Learner's Signature:
Date:

	<i>This column to be completed by Centre staff</i>
Assessor/Tutor's Decision:	Date Appeal received:
Signature:	Date replied to Learner:
Date:	Signature:
	Date:

<p>Learner's Decision</p> <p>I accept the Assessor/Tutor's decision <input type="checkbox"/></p> <p>I wish to proceed to Stage 2 <input type="checkbox"/></p> <p>Signature:</p> <p>Date:</p>	<p>Date reply received:</p> <p>Date forwarded to IQA:</p> <p>Signature:</p> <p>Date:</p>
---	--

Stage 2 IQA Decision

IQA Comments:	
IQA/Moderator Decision: Signature: Date:	Date Learner informed: Signature: Date:
Learner Decision I accept the IQA decision <input type="checkbox"/> I wish to proceed to Stage 3 <input type="checkbox"/>	Date reply received: Date forwarded to Awarding Organisation: Signature:

Stage 3 Awarding Organisation Decision

Awarding Organisation Decision	
Date Appeal Decision received: Date Learner informed:	Name: Signature: Date:
Learner Response I have received the decision of the Awarding Organisation Signature: Date:	Date reply received: Signature: Date: