

Quality Assessment Strategy

Purpose

The purpose of the document is to set out the internal quality assurance and assessment strategy for Floorskills Limited and how it is to be implemented. It will also include the process of assessment and training. Employment Rights and Responsibilities, Personal Learning and Thinking Skills and Functional Skills are also part of the full framework. The main elements are as follows:

Diploma

- The Diploma includes employment rights and responsibilities, personal learning thinking skills and functional skills. These areas are part of the full framework relating to the Standards and cover a range of assessment criteria to suit all learners needs, delivered timely and to a high-quality standard.
- Assessment criteria workbooks are allocated to learners; these are completed by learners and assessed by the tutor. The tutor will decide to book tests for the learner when they feel they are ready to sit. Support and guidance will be implemented if the learner is not successful with test results until the learner is ready for re-sit. Centre systems are in place for invigilation and to safely secure practical exams and question papers.
- Formative practical tasks, following centre H&S procedures, using the appropriate resources, are provided for learners. The tutor will decide when the learner is deemed competent and the summative synoptic test is then planned accordingly. Ongoing feedback is required by the relevant tutor.
- Practical assignments are under test conditions and must be fair and valid. Policies and procedures are explained and agreed by both the learner and assessor. Instructions are given by the tutor, testing documentation, including tools/equipment/resource lists/correct methods and all marking criteria are all completed at the time of assessment. Constructive feedback issued as required.

NVQ

- An assessment plan, with a range of assessment methods are discussed. In addition, optional units, to meet the learner's requirements are agreed to before assessment. Regular visits to the workplace are planned (SMART) to collect evidence for the learner. Learners are challenged through verbal, written or electronic recorded questioning to ensure they have the underpinning knowledge and is verified by a competence person before the assessor makes clear decisions. Evidence **must** include observations, with a clear audit, the learner has been trained. A range of assessment methods are also good practice, with regular planning/review and feedback until the NVQ assessment criteria is met and the learner is competent to be signed off on the notification of achievement.
This policy affects all of the delivery team and management team.

Responsibilities

Introduction

- The core business of Floorskills Limited is providing a high-quality learning experience and achievement for every learner managed by the centre on a consistent basis. It is crucial that Floorskills Limited maintain and review systems to ensure the high standard of delivery to meet the standards set by both internal and external bodies and that these systems are

continually improved and developed. The Internal Quality Assurance and Assessment Strategy forms part of the organisations' Quality Improvement processes.

Strategic Vision

- The Floorskills Limited vision is to become the provider of choice for apprenticeship/NVQ training and delivery within its chosen sectors. Our vision is to deliver excellence against our own, client and governmental targets while striving to exceed our high expectations.
- Floorskills Limited supports employers in the development of their workforce to achieve industry compliance by ensuring our services meet the changing needs of both learners and employers. In doing this we will act with honesty and integrity while treating everyone equally. We will communicate clearly and openly and respond in a positive and proactive manner.

Compliance

- Internal Quality assurance forms an essential process within the delivery of both apprenticeships and work-based delivery programmes. The process aims to ensure that Floorskills Limited maintains high quality, efficient and effective assessment which meets the quality standards established within awarding body requirements and relevant awarding body guidance documents.

Consistency

- Floorskills Limited has an effective Quality Improvement strategy in place that is robust and ensures a high standard of delivery is maintained. This IQA strategy forms part of this process and is reviewed either on an annual basis or when necessary to ensure it reflects our current practices.
- Floorskills Limited also uses external quality tools to support consistency such as Quality Assurance (QA) reports from awarding bodies, audit reports and provider performance reports from the SFA. These external quality improvement standards indicate the consistency of our approach.

Continual Improvement

- Floorskills Limited uses all the outlined quality tools in this document to identify any areas for improvement before taking appropriate action to improve our delivery in line with compliance requirements.
- Floorskills Limited also use these quality tools to proactively develop the best possible learning experience for our learners, sharing good practice internally through team meetings and training, reviews of documentation and supporting materials and the annual self-assessment process. We also ensure we systematically gather and use feedback from learners, employers and staff to meet the needs of the business.

Roles and Responsibilities

Internal Quality Assurance Manager

- The role of the Internal Quality Assurance (IQA) manager is to ensure that the teaching and assessment of the learner is of a consistently high standard. They are responsible for the quality assurance of the centre along with the performance, personal development and achievement levels of their staff.
- The role is both centre and field based in order to fully support Tutor/Assessors in an effective and efficient manner.

- The IQA manager is responsible for the quality assurance of the learning delivered throughout the teaching and assessment process. They are also responsible for continually improving the quality of the learning experience and ensuring the validity of the achieved qualification
- The IQA manager is also responsible for ensuring the correct and appropriate documentation is used within the team and forms the link between the centre coordinator and the awarding body quality assurance managers during external quality control visits.
- The IQA manager is responsible for ensuring that Tutor/Assessors meet the quality and company performance requirements in line with awarding body assessment strategies. They are also responsible for providing a high level of support, information, advice and guidance.
- The IQA manager is responsible for monitoring that continual professional development of their Tutors/Assessors is carried out in relation to both teaching and assessment practices of their occupational skills.
- This CPD log should reflect on how the CPD has influenced any changes to their work practices or confirm and validate current practices. A minimum of 30 hours per year must be undertaken.

Planning of sampling

- One of the key elements of the IQA manager's role is the systematic sampling of Tutors/Assessors work. They must record sampling that has been carried out using Floorskills Limited standardised documentation.

Individual Assessor Sampling Strategy

- An Individual Assessor Sampling Strategy will be established for each Tutor/Assessor. This strategy will be developed based on their skills, experience, length of time spent teaching and assessing the specification qualification, quality and historic performance of each Tutor/Assessor. This strategy will be reviewed every six months as a minimum but quarterly for working towards or new Tutor/Assessor and may be reviewed at any time to increase or decrease sampling activity for the Tutor/Assessor as deemed necessary by the IQA manager.
- The Individual Assessor Sampling Strategy will identify particular focus areas for review by the IQA manager, including items such as planning, questioning, review/feedback etc. Priority support will be assigned to these areas during the six month period.
- The Individual Assessor Sampling Strategy will determine the sample size which will take into consideration items such as whether the qualification or scheme has recently been introduced, experience of the Tutor/Assessor and any problems that have already been identified.

Sample Characteristics

- The IQA Manager will produce a quarterly sampling plan for each Tutor/Assessor for each qualification route they teach/assess. The IQA manager will aim to sample all units indicated in the sampling plan, form candidate cohorts to assessment methods within the plan. The plan will include summative, interim and formative sampling

Summative Sampling

- The IQA manager will prepare and maintain summative sampling plans by use of Tutor/Assessors weekly tracking and occupancy reports. The weekly tracking and occupancy reports will enable the IQA manager to ensure that all learners are included within the sampling plan.

- Sampling plans may be kept by the IQA manager in either electronic and/or paper format. Paper copies will be kept within each Tutor/Assessors individual sampling file, and updated/reviewed on a weekly basis subject to Tutor/Assessor learner cohort.
- Tutor/Assessors will maintain a detailed record of teaching and assessing activity and update the weekly tracking and occupancy report which details names of candidates being taught and assessed, assessment methods being used and units that are being taught and assessed.

Formative and Interim Sampling

- The IQA manager will use the weekly tracking and occupancy reports to formulate an interim and formative sampling plan for their regular visits with their Tutor/Assessors. The weekly tracking and occupancy reports will be used to establish which learners will be sampled during visits. This sampling type could also take the form of dip-in sampling.

Documentation

The IQA manager will use the standard Floorskills Limited documentation to record sampling plans, activity and decisions. These documents include: Individual Tutor/Assessor Sampling Strategies; Individual Sampling Plans; and Internal Quality Assurance Reports

Individual Tutor/Assessor Sampling Files

- An individual file will be maintained for each Tutor/Assessor by the IQA manager. Tutor/Assessor files will be held by the IQA manager either in a secure way locally or held securely at Floorskills Limited premises. In either case the files must be maintained and reviewed regularly to ensure they are up to date should external QA advisors require them.
- A Tutor/Assessor file will contain the following documents: Individual Tutor/Assessor Sampling Strategies; Individual Sampling Plans; Internal Quality Assurance Reports; Training Needs Analysis and Performance Reviews

IQA Manager visits with Tutor/Assessors

- A key role held by the IQA manager is to provide support and guidance to their Tutor/Assessors. Floorskills Limited considers this responsibility of great importance to enable Tutor/Assessors to develop their skills effectively and to ensure that they are confident in making accurate and effective assessment decisions.
- The frequency of IQA visits to each Tutor/Assessor will be dependent on the experience and competency of the Tutor/Assessor, as determined by the Individual Tutor/Assessor Sampling Strategy, but will be carried out at a minimum of 1 visit every 2 months, with an aim of holding a personal visit with each Tutor/Assessor each month.
- During these visits the following activities may take place: reviewing actions from previous sampling (where applicable); reviewing weekly tracking and occupancy reports; carrying out observations of the Tutor/Assessor as determined by their sampling plan; conducting interim sampling of learner portfolios as determined by their sampling plan; conducting interviews with learners; carrying out summative sampling as determined by their sampling plan; ensuring CPD is taking place; providing support and guidance to Tutor/Assessors and disseminating any information from Internal Quality Assurance meetings and Awarding Body QA visits.
- Details of the Internal Quality Assurance activity (formative, interim and summative assessments and learner interviews) are recorded and documented in the Individual Tutor/Assessor Sampling File.

Countersigning Arrangement

- All decisions made by unqualified staff, who are working towards the required qualification will be carried out in line with Awarding Body guidelines and documentation.
- Tutor/Assessors who are working towards their assessment qualifications will be nominated a 'mentor' Tutor/Assessor who will provide additional support to that provided by the IQA Manager. **The mentor will ensure that all learner portfolios are countersigned by an occupationally competent and qualified assessor.**
- Internal Quality Assurance managers who are working towards their quality assurance qualification will be mentored by a nominated IQA manager. All decisions made will be scrutinised and accepted decisions will be signed and dated on the relevant sampling report and also on the IQA section of the notification of achievement form within the learner portfolio

Standardisation

- Floorskills Limited considers effective standardisation key to maintaining a high quality provision. Opportunities to allow the teaching and assessment team to standardise across the company are encouraged.
- Internal Quality Assurance meetings will be held at regular intervals but no later than every 3 months. The IQA manager will lead the meeting and discuss current practice and procedure. They will also take opportunities for training, review and sharing good practice. Meeting notes and actions will be circulated along with copies of key documents at the meeting