



Quality Assurance procedure

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Quality Assurance Procedure

1. Introduction & Purpose

The purpose of this procedure is to ensure that the quality expectations of our awarding organisation are met and documents which supports the **course strand** of our business are issued and maintained under controlled conditions. Quality assurance is critical to the success of vocational qualification delivery and this policy forms an important part of our overall Quality Management System.

2. References

Standard	Title & Description	Clause
ISO 9001:2015	Quality management components	7.3.5
BCS	BCS Centre Handbook	22
NVQ Code of Practice 2006	Qualifications and Curriculum Authority	Regulatory requirements for the delivery of vocational qualifications
Joint Awarding Body Guidance	Joint Awarding Body guidance on Internal Verification of NVQs	Code of practice for Internal Quality Assurance
Federation of Awarding Bodies	Additional requirements for qualifications that use the title NVQ within the QCF September 2009	Guidance to all awarding organisations
Sector Skills Council	Sector Skills Council Assessment Strategies	Guidance on the delivery of qualifications

3. Terms & Definitions

Term	Definition
Document	Information and its supporting medium
Procedure	Specified way to carry out an activity or a process
Record	Document stating results or evidence of activities performed

4. Application & Scope

The scope of this policy includes the requirement for learners, assessors, internal quality assurers and management of Cleverclogs Training to be engaged in the delivery of our course products which includes assessor, internal and external quality assurance qualifications. The policy is to be adopted by all who are involved in these programmes of learning.

5. Requirements

The Internal Quality Assurance associate is responsible for:

- The quality assurance of the qualifications delivered
- Ensuring this policy reflects the needs of programme delivery

- Ensuring those who deliver programmes of learning are trained and qualified to complete their tasks

The Training Director is responsible for:

- The process and to ensure it remains aligned to the needs of both awarding organisations and IASME Consortium.

6. Introduction

The Cleverclogs Training Quality Assurance Procedure Course Strand Operating Procedure 01 (CSOP 01) has been produced to ensure a framework exists for the delivery of all programmes. The policy has been written to support the **Courses Business Strand** of our company and is an integral part of our Quality Management System.

At the heart of our quality systems and processes is the learner and we will ensure the highest quality of training and/or assessment and will adopt, where appropriate, modern learning technologies to ensure we produce the right people, with the right skills, at the right time for the qualification they are completing.

We must plan our delivery of programmes, and to maximise the achievement of learners we should be positive and receptive to changes and modern learning techniques, backed up by a systematic and continuous approach to quality assurance. For this to be truly effective we must submit our internal processes and management systems to a regime of auditing and review to ensure that they remain fit for purpose and continue to provide the learner with the best learning experience we can provide.

The Training Director has primary responsibility for maintaining the standard of our programme(s) delivery. However, all members of Cleverclogs Training have a part to play in ensuring our systems accurately reflect what we do and I expect all members of our staff to focus on quality with enthusiasm and determination.

We will only fully achieve our vision by placing our learners first. Working together we must maintain communications across the whole organisation, seeking continuous development and avoiding unnecessary waste. To do this we must continually seek to develop and improve the training/assessment service we deliver to our learners, and I recommend this policy as a key part of that process.

Lynn Yates
Cleverclogs Training

6.1 Our Mission

People, Education and Consistent Delivery are the foundations of everything we do.

6.2 Our Vision

To Create Value and Make a Difference everywhere we engage.

To achieve our vision, we have developed a set of goals:

- People: Being a great place to work, where people develop and realise their potential.
- Portfolio: Bring a portfolio of products to market that meet the needs of Business.
- Productivity: Be a highly effective, lean and fast moving organisation.
- Performance: Use the best people to get the best performance.
- Partners: Engaging with quality partners who can increase productivity.
- Profit: Maximise return whilst delivering results.

6.3 Company Values

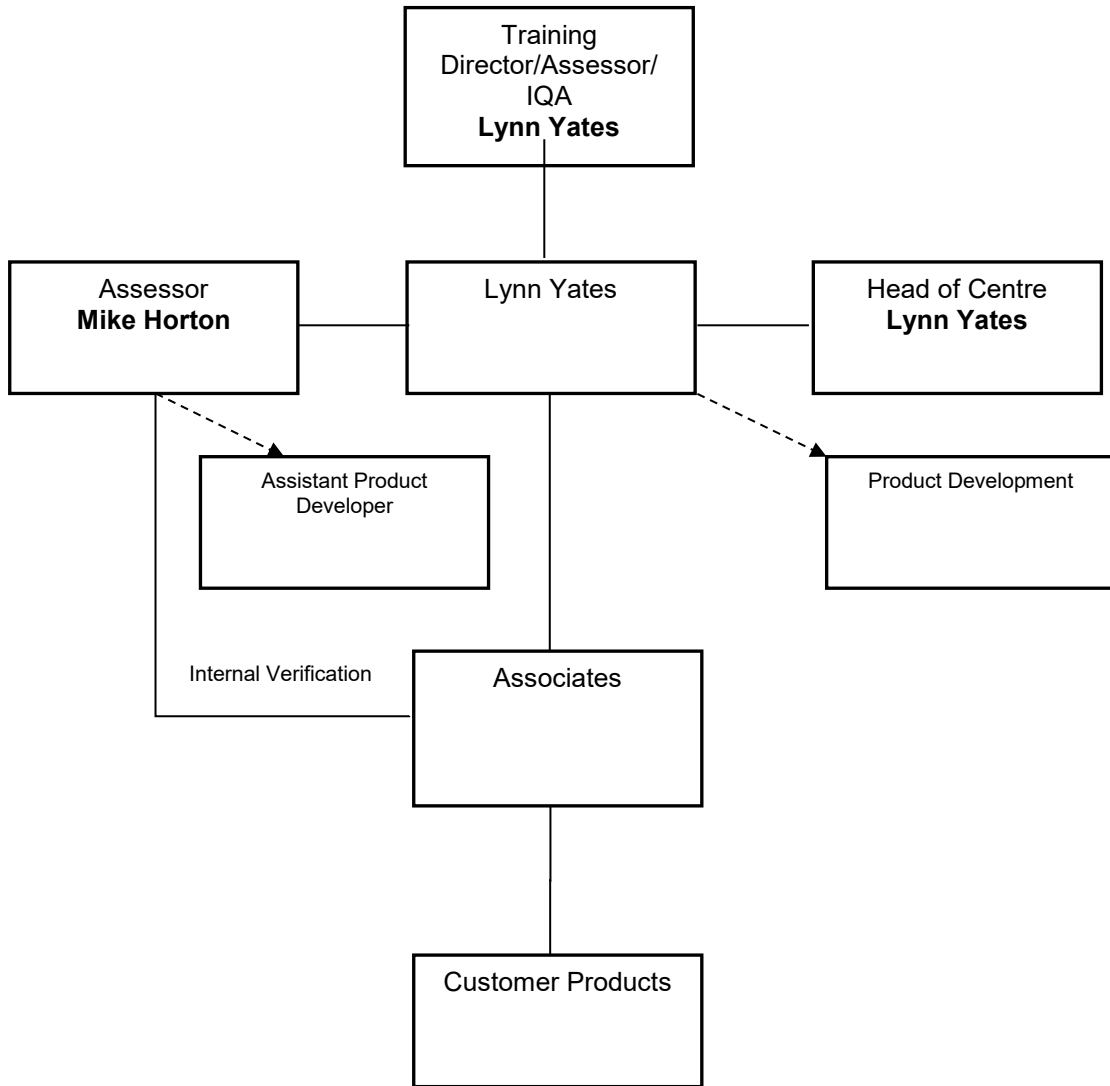
The values we are guided by are:

- Leadership
- Enthusiasm
- Loyalty
- Integrity
- Innovation
- Respect for Others

6.4 Business Targets (Course Strand)

- Achieve no more than 3 non-conformances in ISO 9001 internal or external audits
- Achieve 90% overall satisfaction in course programme evaluations completed through google forms
- Achieve Direct Claims Status for all programmes delivered through our Awarding Organisation with no more than 3 action points.

6.5 Organisational Chart



7. Management of the Quality Policy

7.1 Scope

7.1.1 Definition – This Quality Policy (QP) specifies the Quality Standard to be applied when implementing the requirements of the Awarding Organisations Approved Centre requirements. The QP will provide data and information for inclusion in the Quality Management System and to assist the Customer Satisfaction Procedure OP07.

7.1.2 Purpose – The purpose of the QP is to provide a compliant Quality System in accordance with the needs of the Awarding Organisation.

7.1.3 Awarding Organisations – Communication with awarding organisations is to be conducted by the Training Director/Head of Centre. Cleverclogs Training is accredited to deliver qualifications by the following awarding organisation:

BCS, The Chartered Institute for IT

7.2 Organisation of Cleverclogs Training

7.2.1 Operational Support - The Training Director (TD) is responsible for individual programmes. The TD will provide Internal Quality Assurance (IQA) and assessor support/resources to ensure effective programme delivery.

7.2.2 Authority

The TD of Cleverclogs Training is responsible for all programmes and provides managerial control of IQA and assessor activities.

7.2.3 Audit of the Quality Policy

The Quality Policy is open to audit in-line with OP08

7.2.4 Commitment

Cleverclogs Training is committed to Quality Assurance and believes it is an integral part of the Training Providers processes and focus of Cleverclogs Training is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

- The provision is regularly monitored and reviewed by Lynn Yates.
- All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role
- All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.
- Existing invigilators will be observed conducting an assessment at least once a year.

- Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.
- The organisation's policy for Equal Opportunities is followed and monitored.

Implementation of the QP requires IQAs to ensure they:

- Implement the QP fully across their programmes.
- Establish effective communications inside and outside of the company
- Ensure all staff/allocated assessors understand and comply with the Quality Policy.
- Promote innovation, learning, review and development.
- Carry out reviews of the implementation of the QP, reporting any findings to the TD.
- Delegate responsibility and authority to the level at which work is carried out.

7.2.5 Control of Sampling Plans

Sampling Plans are records, which demonstrate effective operation of the Quality Policy. The sampling records are held by IQAs for each programme using the templates provided. Master copies of these documents are contained within the Courses Strand Operating Procedures (CSOPs). The documents within this Quality Policy are the only ones authorised to be used by IQAs. All IQA documentation is held within Athena MIS.

7.2.6 Observations of Invigilation

BCS requires observations of Invigilation to be carried out for all Invigilators. This is to ensure that assessment regulations are being met, and corrective action can be taken where there are non-compliances.

As a minimum, the Centre Manager must ensure:

- All new Invigilators complete BCS training
- All new Invigilators are observed at their first live test session
- All Invigilators are observed at least once per calendar year.

To document the quality assurance of invigilation, Centre Managers must:

- Ensure the observations are completed by a Centre representative who is registered with BCS
- Ensure the observer observes the whole test session
- Ensure the Invigilator Observation Reports are completed and signed at the time of the observation

- Retain the reports as these will be required for audit, or on request by BCS.

If issues are identified with any of the observations, there is a requirement that feedback is provided to the Invigilator, and corrective action taken. This may include further training on areas of weakness. It may also be appropriate to conduct a further observation to check that improvements have been made.

7.2.7 Appropriate Feedback for the Invigilator

When conducting the observation, and while completing the Invigilator Observation Report, the observer could highlight aspects of good practice seen during the session along with any areas that require improvement. Examples of feedback to the Invigilator could include:

- Learners were well briefed about the test session and all seemed to understand the requirements
- An incident regarding a technical issue was handled well, and this was documented on the Test Incident Log
- Some of the Learners were sitting too close, next time please ensure the minimum spacing requirements are met
- It became noisy when some of the Learners who had finished left the room, this disturbed the remaining Learners, next time please ask Learners to leave the room in silence.

8. Malpractice/Maladministration Policy

Cleverclogs Training must report any malpractice suspected after learner registration to the awarding organisation. If the awarding organisation suspect's malpractice or maladministration is evident in a centre or a partner organisation then they will suspend the centre from making claims for certification. The key factor will be to determine whether there are reasonable grounds to doubt the integrity of the assessment process. The malpractice/maladministration policy can be found at CSOP 03.

9. Complaints/Appeals Procedure and Learner Declaration

Cleverclogs Training's complaints procedure can be found within the individual learner handbook CSOPF01-13 and is discussed during induction. All learners are to sign the induction sheet at the beginning of their Work Based Learning programmes CSOPF01-1. The learner declaration contained within the qualification learner record is to be signed by the learner and assessor at the end of the qualification.

10. Evidence Checking Arrangements for Trainee Assessors/Trainee IQAs

The Federation of Awarding Bodies additional requirements for qualifications that use the title stipulate 'All assessment decisions made by a trainee assessor must be checked by a qualified assessor or an assessor recognised by an awarding organisation'. To comply with this requirement, Cleverclogs Training trainee assessors will request a 'counter signature' from a qualified assessor after each candidate visit or assessment of evidence. The qualified assessor will check and sign all assessed evidence to confirm the Validity, Authenticity, Currency, Reliability and Sufficiency (VACRS). Trainee assessors will be allocated a qualified assessor by the IQA responsible for the programme. Trainee IQAs will be allocated a mentor and experienced IQA to 'check' all sampling decisions. This check will be confirmed through countersigning of trainee IQA judgements. The trainee assessor & IQA will have a plan overseen by the centre to achieve the relevant award in an agreed timescale.

11. Expert Witness

Witness testimonies are an accepted and established form of evidence which can be used in portfolio compilation by Learners. Typically, witness testimonies can be generated by peers, line managers and other suitable individuals working closely with the Learner. Witnesses are usually defined as being those people who are occupationally expert in their role.

11.1 Expert Witness Testimony

An Expert Witness Testimony (EWT) can be defined as: 'A person who has recognised vocational competence and who the centre has identified as being acceptable for providing testimony of the learner's practice'

EWTs are from those individuals who are occupationally expert in their role and who are familiar with the qualification standards to which their testimony pertains. They may meet specific requirements as identified in the assessment strategy and may be specialists in their occupational field. EWT for Cleverclogs Training courses must meet the following criteria:

11.1.1 Assessor Qualifications:

The EWT must hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment or
- Level 3 Certificate in Assessing Vocational Achievement, or
- A1 Assess candidate performance using a range of methods, or
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- Show current evidence of continuing professional development in assessment and quality assurance.

11.1.2 Internal/External Quality Assurance Qualifications

The EWT must already hold the qualification (or previous equivalent qualifications) they are assessing

and have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance
- Hold one of the following qualifications or their recognised equivalent:
- The Level 3 Award in Assessing Competence in the Work Environment or
- The Level 3 Certificate in Assessing Vocational Achievement, or
- A1 Assess candidate performance using a range of methods, or
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence.
- Show current evidence of continuing professional development in assessment and quality assurance.

11.2 Qualifications and Standards

Expert Witnesses will have a working knowledge of the units/qualification standards to which their expertise pertains. They will maintain regular CPD to keep their expertise current and are likely to have a role in the work place which involves the evaluation of staff practice. The use of Expert Witnesses at Centres can greatly assist the assessment of Learners' portfolios. Expert Witnesses provide testimony to the Learner's competence for specific qualification units/assessment criteria, but the management of the assessment process always remains with the assessor, who will judge the Learner's evidence and determine when competence has been reached.

11.3 Expert Witness Testimony Management

If Expert Witnesses are managed correctly their testimonies will have parity with assessor observation, resulting in assessors needing to spend minimal time assessing this evidence.

Each Expert Witness testimony should:

- Contain a brief description of the context and/or circumstances of the observation
- Be specific to the units/assessment criteria the EWT is utilising to identify where the Learner has demonstrated competence against the assessment criteria/qualification components
- Be signed and dated by the Expert Witness.

Use of Expert Witnesses can help to supplement our resources, thereby relieving the pressure on busy assessors. The assessors always have overall responsibility for managing the assessment of portfolios and all assessment decisions will be robust.

11.3.1 Expert Witness Information

The suitability of EWTs will be identified by the assessor and agreed by the Training Director before they are involved in the programme. The Training Director will:

- Maintain a register of EWTs used by the centre which contains details of their expertise and their signatures (CSF26-01)
- Confirm, with the assessor, the EWTs suitability, which will be evidenced by CVs or statements of occupational expertise, CPD logs and relevant certificates to demonstrate their expertise and ongoing self-development in the relevant skill or subject area. The EWT will complete a signature list (CSF26-02)

The assessor is responsible for:

- Induction of the EWT into the centre and the provision of the following information:
- Who the Centre Co-ordinator is and what their responsibilities are
- The Learners' assessor(s)
- The Centre's recording forms

Expert Witnesses need to be thoroughly conversant with not only the qualification standards their testimony will be required for, but also the language the standards are written in. Some Expert Witnesses may need guidance on how to write their testimony and the Expert Witness will work with the assessor in agreeing which units/assessment criteria they will provide testimony for.

12. Authorised Programmes

All programmes authorised to be delivered by Cleverclogs Training are held by the TD. Programme accreditation may vary and the current status of programmes must be checked before delivery to ensure timely certification. Programme accreditation will be annotated as one of the following:

1. Direct Claims Status (DCS) - Certificates claimed immediately.
2. Limited Certification - Only candidates presented for sample to the EQA on the day will be certificated.
3. No Direct Claims Status - Certificates can only be claimed after a successful EQA visit.

13. Evidence Based Assessment Quality Policy

The Quality Policy aims to ensure that Cleverclogs Training meets the learners and employers needs in terms of quality, responsiveness and value for money.

Throughout all programmes personnel will adopt the following quality principles:

- Focus on meeting the learner and customer requirements at all times.

- Take pride in their own work performance in order to achieve the highest quality standards in the most effective and efficient manner.
- Be continuously aware of quality and cost factors to reduce and eliminate waste and inefficiency in assessment practices and methods of operation.
- Contribute fully to the continuing development of Cleverclogs Training, strive for the highest level of quality, and foster a teamwork culture throughout to improve business efficiency.
- Actively participate in education, training and problem-solving initiatives in the pursuit of continuous professional improvement in quality.

Ultimately, quality will only be achieved through the competence, resourcefulness and commitment of skilled, knowledgeable and professional staff dedicated to achieving acknowledged excellence.

14. Internal Verification and Internal Quality Assurance Policy

This policy applies to the internal verification of the suite of qualifications offered by Cleverclogs Training to ensure that assessment practices meet the requirements of the awarding organisation and the relevant National Occupational Standards for assessment and verification. Cleverclogs Training delivers the following types of qualification:

- Work Based Learning from within the QCF, centred on the Learning and Development suite of qualifications.

14.1 Responsibility and Accountability for Quality Assurance (QA)

The TD is responsible for auditing the quality of assessment, and monitoring implementation of the IQA and quality assurance strategies contained within this document. This ensures the organisation complies with the awarding organisation guidelines.

The TD is responsible for ensuring that assessors, invigilators and IVs are managed in accordance with the assessment and verification requirements of each particular programme, as outlined in the IQA strategies found at CSOP 2.

The TD will ensure that IQAs for whom they have responsibility do not verify their own assessments, by identifying an alternative verifier from within the organisation to carry out internal verification. IQAs are responsible for informing the TD of any potential threat to programme integrity.

14.2 Quality Assurance (QA) Procedures

The Training Director is responsible for the liaison with all EQAs for guidance, centre visits or queries. IQAs are to address any programme concerns to the TD for further action. Notice of meetings with EQAs will be promulgated to Assessors/IQAs for their participation dependent on programme.

EQAs from the relevant occupational sector(s) visit on one/two occasions per year. The aims of these meetings are to discuss:

- Industry updates and interpretation of standards.
- Recognition of Prior Learning (RPL) provision.
- EQA updates and feedback.
- Matters for guidance or clarification, including changes to systems and procedures.
- Staff development and training needs as well as update of Continuous Professional Development (CPD) records.
- Monitoring of equal opportunities.
- Monitoring of equality and diversity.
- Health and safety issues.
- The appeals procedure.
- Marginal evidence giving cause for concern.

The focus of EQA visits can be found in the awarding organisation handbook held by the TD. IQAs should expect the following activities to be seen:

- Confirming the qualifications and ability of assessors, both occupationally and professionally.
- The sampling of assessment decisions (this is not just the evidence, but how the decision has been made upon the evidence judged).
- The sampling and internal verification of assessment decisions by the IQA.
- Provision to the centre of up to date advice in line with regulatory requirements.

14.3 Training and Supporting Assessors

The TD is responsible for the training and support of new assessors, or those working towards an approved assessor qualification. The TD will induct each new assessor employed by the organisation into all aspects of the assessment process regardless of their experience or qualification. This will include training where necessary on Cleverclogs Training computer systems, ensuring competence of the assessor before they are allocated to a programme. The TD will identify any development areas for further action and arrangements for monitoring the assessor.

IQAs are responsible for their assessors once they join one of their programmes. IQAs are to ensure assessors are supported and assessment practices are maintained and monitored in addition to meeting approved criteria set by the awarding organisation by:

- Ensuring all assessors meet or are working towards the guidance given in the appropriate assessment strategy.
- IQAs are to maintain details of all assessors within their programmes.
- Providing each assessor with awarding organisation and approved centre information (if relevant) and organisation documentation; including assessment strategy for the vocational areas they are assessing.
- Highlighting any changes or updates from the centre and awarding organisation discussed during IQA/team meetings.
- Providing each assessor with an assessor handbook CSOPF01-10 outlining business policies and procedures, also copies of approved documentation for planning assessments, recording assessment decisions, feedback and reviews, these are normally held in the Qualification Learner Record CSOPF01-02.
- Maintaining and ensuring the currency of all individual assessor CPD records CSOPF01-03 for each individual programme they are in (personal CPD records are acceptable but must be registered with the TD). A ‘master CPD’ record can be used for all programmes if it outlines cross sector development. These records are to be checked by the TD at regular intervals.

14.4 Conflicts of interest in assessment

Cleverclogs Training will ensure wherever possible those involved in the assessment or quality assurance of individuals do not have a vested interest in the successful completion or award of a qualification.

Cleverclogs Training are a small consultancy who employs the services of specialists to provide programmes of learning. The TD is responsible for monitoring any potential conflict and taking action where necessary to ensure the integrity of all programmes of learning or qualifications. To avoid conflicts of interest, all personnel will:

- Declare any commercial activity or personal involvement with the company or individual engaged in the programme of learning in the past 5 years.
- Ensure IQAs do not internally verify their own work.

BCS guidance states - BCS apply strict requirements to avoid and remove any potential conflict of interest. Not only does this help us to meet our regulatory requirements, it also helps to protect Centre staff.

BCS classifies any of the following as examples of potential conflicts of interest:

- A Teacher having any involvement with invigilation, marking or assessment for a Learner who they have taught for that unit
- An Invigilator invigilating a Learner known to them outside of the Centre
- A Marker marking a test for a Learner known to them outside of the Centre
- An Observer carrying out an observation of invigilation on an Invigilator known to them outside of the Centre.

The following requirements MUST be adhered to:

Teachers CAN	Teachers MUST NOT
Invigilate live assessments	Invigilate their own Learners
Second mark their own Learners' tests	Mark their own Learners' tests
Internally verify their own Learners' assessments	Assess their own Learners' assessments
	Have any involvement in the assessment, invigilation or marking of a Learner known to them outside of the Centre

The Centre Manager must ensure any conflict of interest in the Approved Centre is identified and recorded on the Conflict of Interest Record.

The conflict of interest will be recorded on the Expert Witness testimony/Conflict of Interest Register (CSF26-01) by the Training Director.

For the purposes of investigation all potential conflicts of interest which are not declared will be deemed as malpractice and recorded in-line with the requirements of the Malpractice and Maladministration policy CSOP03.

14.5 Scheduling Assessor Activity

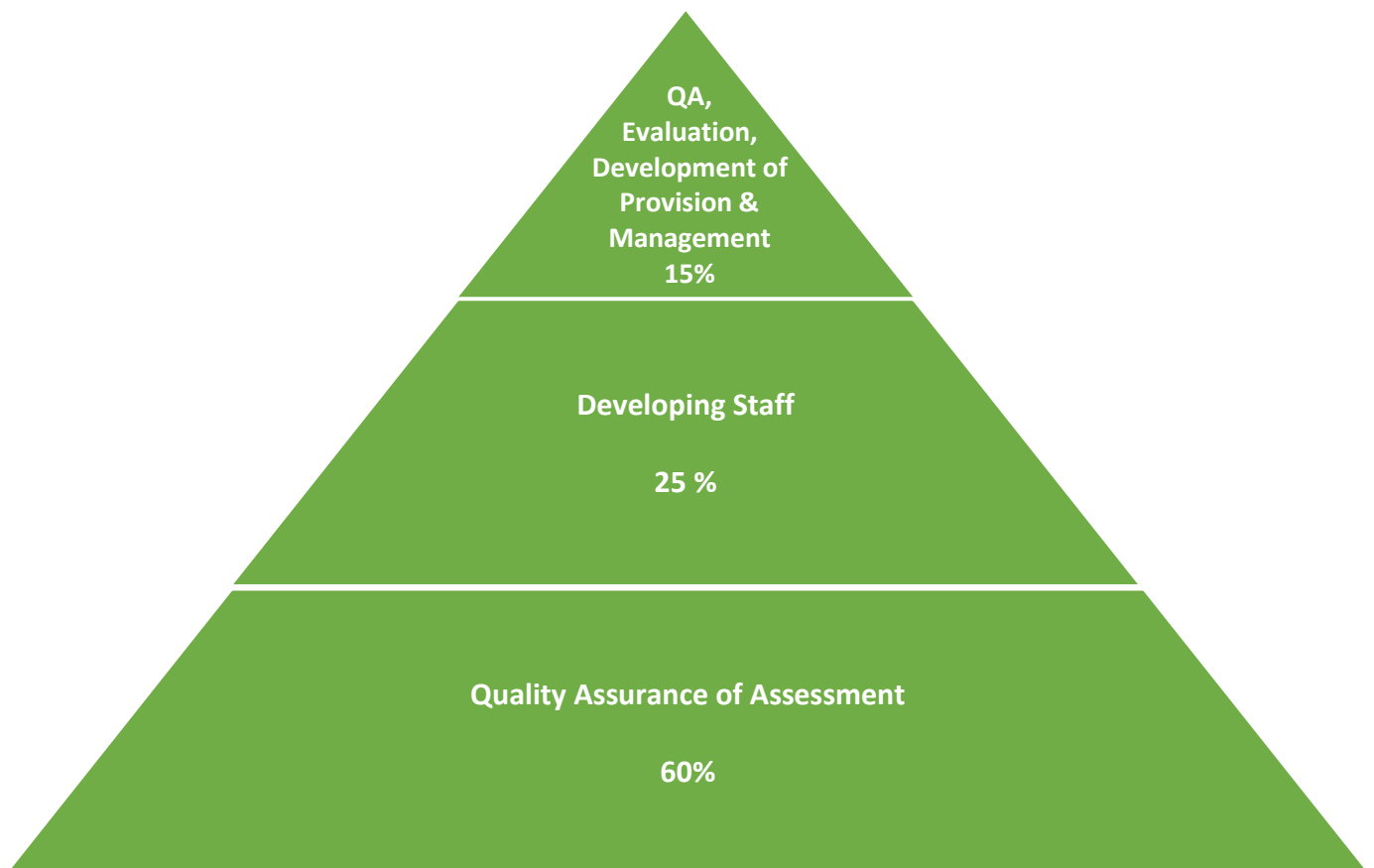
It is good practice to plan assessor activity 12 months in advance. This allows assessor development to be managed effectively and to ensure Cleverclogs Training to cater for and support the identified requirements of assessors. The TD will review proposed activity with assessors and record requirements in the Trello system.

14.6 Internal Quality Assurance Time Management

The IQA is responsible for quality assurance and management of programme delivery. This means making sure procedures are in place to allow assessment to be carried out consistently and to a high standard, and that assessors have the necessary skills and support they need. Change is required to move IQAs away from just portfolio checking, to the areas of quality assurance that make a difference to overall quality. Programme management is all encompassing and includes the requirement to update information and candidate progress. Quality Assurance can be broken down into three areas as outlined below:

Management, quality assurance, evaluation and development of provision	Managing, supporting and developing staff	Quality assurance of assessment
<ul style="list-style-type: none"> • Designing, implementing and evaluating IQA policies, strategies, systems and procedures • Managing resources • Benchmarking, evaluating and developing provision • Conducting learner and employer interviews 	<ul style="list-style-type: none"> • Managing assessor induction to the company with the TD • Managing team performance • Identifying, implementing and managing CPD 	<ul style="list-style-type: none"> • Sample assessments • Observing assessors • Meeting the requirements of the awarding organisation and the assessment strategy • Monitoring and reviewing learner progress through the company server • Standardising assessor judgements, activity and documentation • Conducting the necessary quality assurance requirements on completed portfolios before submitting for certification • Meeting external quality assurance requirements •

The following pyramid reflects the activities in the table above and shows how IQAs within Cleverclogs Training should be spending their time in support of programmes.



14.7 A Spring in Our Step

Cleverclogs Training must have a fresh approach to quality assurance and programme delivery which is risk led and focuses support in the areas of programme delivery identified through its internal quality assurance processes. Cleverclogs Training’s systems are fit for purpose, allow flexibility in delivery and ensure the company mission, vision, objectives and targets are met.

14.8 Assessor Capacity

IQAs must monitor the capacity of their assessors to ensure their caseload is manageable and reflective of their ability, qualifications held and experience of the individual programme. The following table is based on a two day classroom activity, one day remote support and one day onsite observation (4 days in total) and can be used as a guide to monitor assessor capacity. It will also assist in ‘driving’ assessors to be able to manage their case load and time-manage effectively.

Item	Number of weeks deducted	Assessor time remaining
Total Number of weeks in the year	52	52
Minus holidays	4	48
Minus sickness	2	46
CPD	2	44
Meetings	1	43
Administration	3	40
Bank Holidays	1	39
Total	Total (a)	39 x 5 days = 195 assessment days per year available

Individual Case Loads

Items	Visits	Total	
(b) No. of assessment visits needed per programme	4		
(c) No. of assessment visits per day	1		
Total number of assessor days per programme	b/c =	(d) 4 day	
Total number of candidates per assessor	a/d =	48.75	
Total		A caseload of 48 candidates per year	

Source: Cleverclogs Training

15. Continuing Professional Development (CPD)

Continuing Professional Development (CPD) is at the heart of effective practice in assessment and verification. Cleverclogs Training have a responsibility to ensure all personnel involved in Work Based Learning (WBL) activities conduct and record CPD activity. In conducting CPD, assessors and IQAs will be able to better reflect on their own performance which in turn will enhance our quality assurance processes. CPD activities are the responsibility of the owner and are an integral document for supporting performance appraisals. All personnel involved in the delivery of WBL programmes are issued a CPD record for this purpose. Cleverclogs Training are supportive of whatever CPD recording system is used. Examples of CPD can be found below:

- Reading of website information and updates, for example:
- Education and Training Foundation.
- Institute of Training and Occupational Learning (ITOL).
- Chartered Management Institute (CMI).
- Excellence Gateway.
- Education and Training Foundation
- Ofqual.
- Ofsted.
- Other appropriate agencies and websites.
- CPD days - Centrally organised.
- Employment in the relevant sector if necessary.
- Attendance at structured learning courses, i.e. teacher training, health and safety etc.
- Informal learning, i.e. reading magazines, journals, pod cast, websites etc.

- Membership of professional bodies, i.e. Education and Training Foundation, Institute of Training and Learning (ITOL).

The list is not exhaustive and can be added to if you feel the activity you have completed is relevant to your work as a professional assessor/verifier. A simple CPD cycle can be found below:

15.1 The CPD Cycle

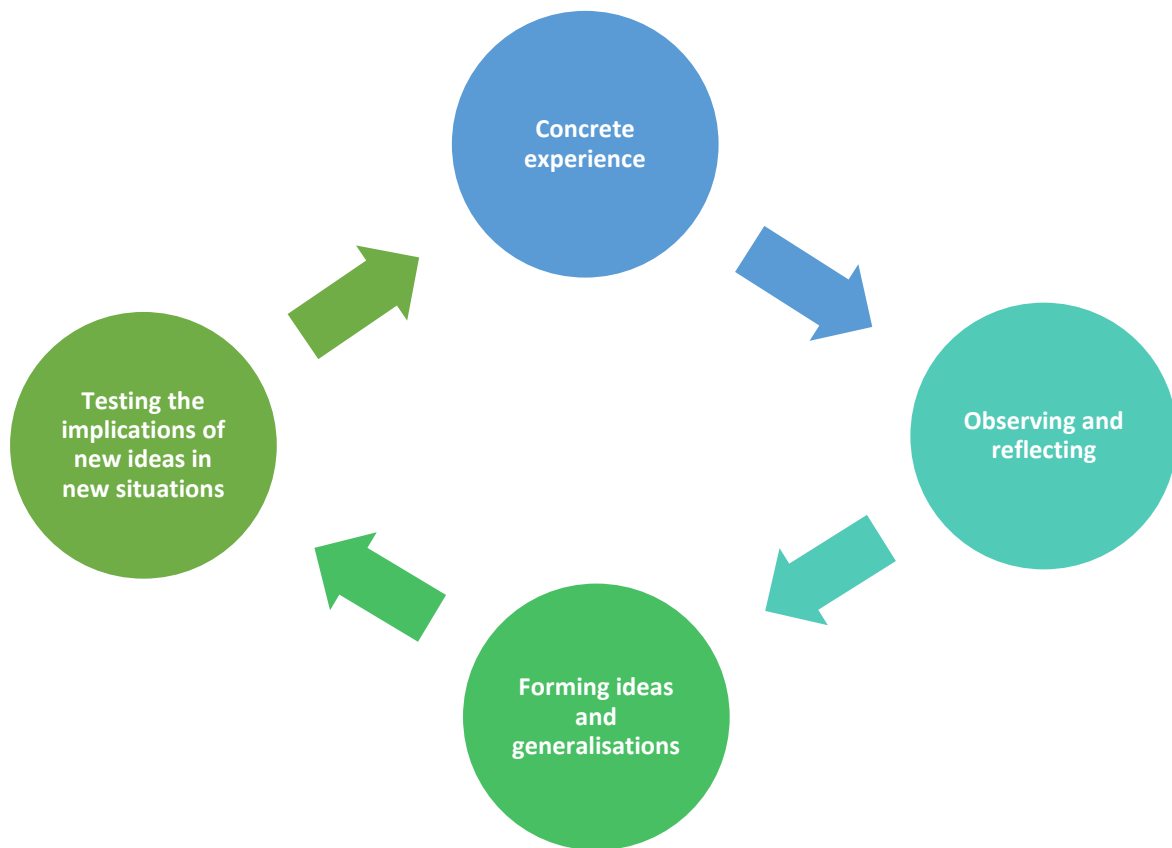


15.2 Reflecting on Practice

Cleverclogs Training encourages assessors to reflect on what they do which encourages them to develop the skills of critically looking at their practice and using their reflections as the basis for identifying their own developing needs. In addition, IQAs must incorporate this practice into their assessor observation sessions and agree improvement/development. It is important for IQAs to make agreement on development requirements and set a target date for completion.

One way for people to learn is through their experiences. David Kolb developed a useful model of learning based on the idea that people learn through concrete experience. The model shows how reflecting on your experiences (whilst assessing/verifying) enables you to form ideas which you can use in future experiences. Kolb called it 'The Experiential Learning Cycle'.

15.3 Experiential Learning Cycle



16. Monitoring Assessment

IQAs will monitor the assessment decisions of all assessors for whom they are responsible for in accordance with the relevant assessment strategy CSOP02 for that programme. They are responsible for observing practice, sampling assessment decisions, quality checks and learner interviews. They will also ensure learners are being treated fairly in accordance with the organisation’s equality and diversity policy, and ensure that all learners have equal and fair access to assessment at all times.

Each assessor’s decisions will be sampled in accordance with the sampling strategy for the particular programme, and in accordance with the status of the assessor. The sampling strategy outlines the requirement for sampling and explains the rationale for the sampling plan.

- The sampling will cover the following areas of assessment practice:
- The initial stage of assessment of the learner’s programme.
- Interim stages throughout the programme.
- After assessment of performance against the standards has taken place to ensure consistency in completion.

The results of sampling will allow IQAs to grade their assessors' performance as guidance for drawing up the next period's sampling plan. A sampling plan is contained within each assessment strategy. The grading of assessors is an IQA function, and one which is likely to fluctuate dependent on current assessor performance on a particular programme. This grading will allow an assessor to be monitored effectively in accordance with the programme sampling strategy. Risk rating must be documented on the sampling plan.

- **Red** = trainee assessor/working towards, on company probation, frequent actions identified on sampling/unsafe decisions identified by the EQA.
- **Amber** = qualified assessor/low case load, new to centre/newly qualified assessor, new qualification for assessor, few actions identified on sampling, not meeting assessment targets.
- **Green** = experienced, qualified assessor, rare actions identified on sampling.

Risk will be assessed on an ongoing basis from all work sampled, and changes to colour coding will follow as the increase or decrease in sampling required changes. The sampling strategy for each programme will differ and can be found as part of the sampling strategies within CSOP 02.

16.1 Internal Standardisation Activities and Meetings

The TD will distribute dates for standardisation which will take place throughout the year dependent on programme type, requirement and programme risk. Programmes which have one IQA and one assessor will not attract a formal standardisation meeting as this will take place through one to one reporting and dialogue. IQAs are empowered to conduct further standardisation meetings if required in support of delivered programmes. Internal quality assurance will comprise live activities as well as meetings. The results of these activities will be used to standardise practice and will include:

- Observation of assessment in line with assessors' risk rating (this can be completed remotely for knowledge-based qualifications).
- Asking individual assessors to cover an assessment topic at meetings to contribute towards the team's CPD and aid consistency of practice.
- Taking assessors to external events and asking them to feedback to the team. These events may include sector relevant training or conducting some form occupational duties relevant to that sector.
- Involving assessors in the self-assessment process.
- Interviews with learners

The amount of standardisation required will be driven by the risk identified through observations of assessment practice, monitoring decisions, industry developments, awarding organisation feedback and staff changes. Meetings will aim to:

- Share good practice.
- Improve team performance.
- Develop skills.
- Compare results of assessor observations and standardise practice.
- Give feedback on the progress of new assessors.
- Review assessment decisions of assessors to ensure consistency.
- Standardise the use of different assessment methods.

All standardisation meetings are to be recorded and minutes CSOP F01-5, kept by the IQA in centre records for that vocational programme, a copy is to be sent to the TD.

16.2 Documentation

IQAs will complete assessor risk rating by Red, Amber & Green (RAG) for all of their programmes and record it on the sampling plan CSOP 02.

IQAs will utilise the following documentation:

- IQA Sampling Strategies - drawn up by the TD and shown at CSOP 02.
- IQA Sampling methods - completed after each IV activity as follows:
- Assessment decisions for each qualification will be sampled in-line with the risk rating relevant to the programme sampling strategy.
- New and trainee assessors will be sampled as required in-line with the risk rating.
- Qualified assessors will be sampled in accordance with their risk rating and programme sampling strategy.
- One assessment location will be sampled on each IQA visit.

To enable the IQA to monitor and quality assure the assessment process the following documents will be used:

- Observation of assessment practice report CSOP F01-6
- Internal Quality Assurance report CSOP F01-7 for paper and electronic portfolios.
- All IQA reports are to be kept by the IQAs and held in the Cleverclogs Training server for a total of 3 years.
- Learner interview report CSOP F01-8.

- A copy of the learner interview report is kept by the IQA in centre records for a period of 3 years.
- Assessor CPD records CSOP F01-3.
- Assessor CPD records are to be held by assessors and completed on an ongoing basis. The TD will check these records at regular intervals.

A copy of all assessor relevant documentation is to be made available to the TD for appraisal purposes when requested. These are important documents and will reflect job role and performance, it is critical they are managed effectively.

17. Data Requirements

Following a request for data to assist the awarding organisation, investigate a complaint or to clarify a learner's performance, Cleverclogs Training are to record, archive, and make available on request the following documentation:

- Lists of all learners registered for each qualification offered, including:
 - Learner name.
 - Date of birth (held on Awarding Organisation LMS and induction record).
 - Contact address.
 - Assessor(s) name(s).
 - IQA(s) name(s)
 - Date of registration with the awarding organisation.
- Learner assessment records detailing:
 - Who assessed what and when (learner record).
 - The assessment decision (feedback).
 - The assessment methods used for each unit (learner record)
 - The location of the supporting evidence (learner's workplace, portfolio etc.).
- Records of IQA activity detailing:
 - Who verified what and when (sampling plan CSOP 02)
 - Details of the sample selected and its rationale (sampling plan/IQA report CSOP 02 and CSOP F01-7).
 - Standardisation meetings (CSOP F01-5).

Cleverclogs Training must retain these records for a minimum of three years.

Internal Quality Assurance Check List (CSOP F01-9)

Internal Quality Assurers can conduct a simple check to ensure compliance with the WBL Quality Policy by utilising the following checklist:

Question	Yes	No	Quality Manual
Do you utilise an up-to-date and specific assessment strategy for your programme?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 11
Has the Training Director provided training for your new assessors? Are they qualified?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 9 & 13
Do you maintain details of all assessors on your programmes?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13
Do you provide a copy of the awarding organisation information for your assessors?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13
Do you provide an assessor handbook outlining CLEVERCLOGS TRAINING policies?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13
Have you calculated your assessors' case load?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 15
Do you actively seek CPD opportunities for your assessors and record/schedule these?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13 & 16
Do you ensure CPD records are maintained	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13
Do you observe assessor performance in accordance with the assessment strategy 'risk' rating	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 19
Do you interview learners as part of the standardization/sampling process?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 19
Do you hold standardisation meetings? Have you scheduled them?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 19
Do you place all assessors in the appropriate 'risk' band in accordance with the assessment strategy?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 18
Are you using the required templates for recording all programme information?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 20
Are your records stored in accordance with awarding organisation requirements?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 21

Training Director Check List (CSOPF01-9)

The TD can conduct a simple check to ensure compliance with the WBL Quality Policy by utilising the following checklist:

Question	Yes	No	Quality Manual
Are programmes utilising the latest Awarding Organisation standards?	<input type="checkbox"/>	<input type="checkbox"/>	Across WBL QM
Does the company have any trainee assessors? If yes are they on a time lined programme?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 9 & 13
Do you document checks of CPD at regular Intervals?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13
Are assessor CPD records updated by assessors	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13
Is assessor activity scheduled for the next twelve months?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 13
Is IQA time management appropriate for effective programme delivery?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 14
Are IQAs monitoring assessment practice in-line with Assessor risk rating?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 19
Do IQAs interview learners as part of the standardization/sampling process?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 19
Do you hold standardisation meetings? Have you scheduled them?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 19
Are company documentation and templates being used appropriately?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 20
Are your records stored in accordance with awarding organisation requirements?	<input type="checkbox"/>	<input type="checkbox"/>	Turn to page 21

Supporting documentation:

Ref.	Title & Description
OP 07	Customer Satisfaction Procedure
OP 08	Internal Audit Procedure
CSOP 02	Sampling Strategy Policy
CSOP 03	Malpractice and Maladministration Policy
CSOP 04	Teaching and Learning Policy
CSOP F01-01	Learner Induction Form
CSOP F01-02	Qualification learner Handbook
CSOP F01-03	Continuous Professional Development Record
CSOP F01-05	Standardisation Meeting Minutes
CSOP F01-06	Observation of Assessment
CSOP F01-07	Internal Quality Assurance Report
CSOP F01-08	Learner Interview Record
CSOP F01-09	Internal Quality Assurance and Training Director Checklist
CSOP F01-10	Assessor Handbook
CSOP F01-13	Learner Handbook

A.1 Abbreviations & Acronyms

The following abbreviations and acronyms apply to this document:

Ref.	Definition
WBL	Work Based Learning
IQA	Internal Quality Assurance
EQA	External Quality Assurance
RQF	Regulated Qualifications Framework
NVQ	National Vocational Qualification
DCS	Direct Claims Status
CPD	Continuous Professional Development