

SoundSkool Music

Quality Assurance Policy

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1.0 Introduction

This policy underpins a whole-organisation approach to enhancing the experiences and services provided to our students and stakeholders. It establishes the ethos and guiding principles behind our quality assurance mechanisms, shaping the activities undertaken throughout the year. Central to this is our approach to Observing Teaching, Learning and Assessment, and the processes we use to assure and continuously improve the quality of our educational provision.

SoundSkools' Quality Assurance Policy has been developed in alignment with, and quality assured by, the relevant Awarding Organisations (AOs) we work with across our qualification offer. This policy outlines clear guidelines and protocols for the training of students, and for maintaining consistently high if not exemplary standards in assessment and internal quality assurance (IQA) processes.

A designated member of the Team holds responsibility for ensuring these processes are implemented effectively. The structure of the policy also details how our IQA practices and feedback from AO External Quality Assurance (EQA) reports directly inform our continuous professional development (CPD) programme. This includes targeted support for both full time teaching staff and Teaching staff and is embedded within our meetings, as well as our Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) processes.

We engage associate Teaching staff and IQA colleagues only when specialist expertise is required beyond that of our existing team, or to meet temporary increases in student numbers where permanent recruitment is not feasible due to time constraints. In such cases, all associates are contractually required to adhere to policies and procedures, including this Quality Assurance Policy, to ensure consistency and integrity in the quality of education we deliver

We ensure that all teaching staff are aware of the professional standards of Teachers and Trainers and we ensure that all Teaching staff know that they are required to do the following as identified in the Professional Standards.

- Help you excel in your teaching practice.
- Enrich your professional development conversations.
- Recognise the value of your knowledge-sharing with peers and partners.
- Support your innovation and creative practices to improve student outcomes.
- Encourage you to engage with education for sustainable development.
- Promote a fair, equitable and respectful learning culture.

[Download the 'Guide to How to Use the Professional Standards'](#)

Roles and Responsibilities to meet the Quality Assurance Policy

Governance Board

- Oversee and challenge the strategies implement to meet quality and performance standards as identified by Education, Inspection Framework.
- Support the development and reviews of the Self-Assessment Report (SAR) and Quality Improvement Plan (QIP)

- Ensure alignment of our curriculum with the music business standards, employers needs and updating and ensure that we met Awarding Organisations requirements

Senior Leadership Team

- Develop and oversee strategies to meet quality and performance standards as identified in the Education Inspection Framework and KPIs
- Ensure CIEAG, teaching, learning and assessment practices align with the EIF and the Gatsby benchmarks and that they are completed timely to ensure continuous improvement
- Provide continuous professional development (CPD) opportunities to maintain high teaching and learning standards.
- Stakeholder Engagement- collaborate with employers, students and other stakeholders for feedback and improvement and ensure that improvements are implemented and communicated.

Head of College Team

- Ensure teaching and assessment policies meet the required regulation and standards
- Conduct internal reviews and audits to identify strengths and areas for improvement
- Prepare documentation and evidence for inspections and quality reviews.
- Conduct regular assessments on Teaching and Learning and IQA activities

Teaching staff

- Plan and deliver high quality, engaging lessons which are aligned to the Sequences of Learning and the quality criteria set by the Awarding Organisation.
- Conduct regular assessments of students' work, ensuring that it is fair, consistent and meets the Awarding Organisation standards and that actions by IQAs are implemented and there is continuous improvement.
- Provide academic and pastoral support tailored to each student's individual needs
- Maintain accurate up to date records of student progress including ILPs, ALS support needs and achievement data.

Support Staff

- Handle records management, enrolments and coordination of quality documentation including registrations and certifications
- Provide support for digital and learning technologies
- Provide counselling, safeguarding and Additional learning support for all students.

All staff are expected to prioritise equipping students with the skills, knowledge, behaviours, and qualifications needed for success. Compliance with safeguarding, equality, diversity, and inclusion requirements is essential and non-negotiable. Staff should actively engage in reflective practice and respond constructively to feedback and audit findings, ensuring continuous improvement in the quality of our curriculum.

This Quality Assurance Policy has been designed with the following features:

- **Collaboration and Engagement:** The Policy actively involves staff, managers, key stakeholders, and our governance board in its development, ensuring that all members of staff can contribute their insights and expertise. Regular feedback and open communication channels are established to foster a collaborative environment.
- **CIEAG:** The development of structure careers programmes which align to the students' demographics and their career aspirations and the employment opportunities. Ensuring that there is up to date LMI information which informs students about job trends, skills shortages, salary and employment opportunities and that we meet the Gatsby Benchmarks being introduced September 2025. Teaching staff and staff will be trained to embed careers discussions into their delivery and will encourage staff to share their journey.
- **Best Practice Integration:** The Policy incorporates good practices allowing SoundSkool to stay up to date with the latest trends and advancements in teaching and learning which includes how to meet the requirements of the new Education Inspection Framework and Gatsby Benchmarks.
- **Student-Centred Approach:** The Policy places a strong emphasis on student satisfaction and engagement. It actively seeks input from the student voice, ensuring their concerns and ideas are heard. Additionally, initiatives aimed at enhancing student satisfaction are identified, developed, and shared across the company.
- **Compliance with External Requirements:** The Assurance Policy ensures that SoundSkool meets the external requirements set by funding bodies, Education Inspection Framework, and Awarding Organisations. This includes aligning with regulatory standards, fulfilling funding obligations, and maintaining quality assurance measures.
- **Continuous Improvement:** The Policy supports SoundSkools' journey to improvement by providing a clear direction of travel in teaching and learning as well as curriculum development. It embraces a culture of continuous improvement, encouraging ongoing evaluation and enhancement of practices to achieve excellence.

2. Self-Assessment Reporting and Quality Improvement Planning

Intended outcomes

- Evaluate organisational performance and measure progress against the SoundSkool mission and strategic objectives.
- Evaluate organisational performance in relation to the Education Inspection Framework
- Identify differences in achievement and progress based on demographic characteristics.
- To identify clearly defined strengths and areas for development which will inform Quality Improvement Plans.

Quality mechanisms in place

- Yearly Review of our qualifications to determine performance of courses against key targets for attendance, punctuality, achievement, destinations and student/ stakeholder satisfaction rates.

- SAR final drafts are presented to SLT and the governance board in October with final SAR being approved in December.
- Quality Improvement Plans are agreed with Senior Leadership team to ensure they will be effective in securing improvements in performance.
- Progress against the QIP is monitored through meetings, SLT and Governance board meetings.
- Training for staff on good practice in self-assessment and quality improvement planning which takes place in April.

Impact measures

- Secure achievement, progress and destinations in line with targets set.
- meeting the Education Inspection Framework standards for good quality of education, personal development, attitude and behaviours and leadership and management.
- A strong contribution to meeting the progression needs of students..
- Variations in progress and achievement for different demographic groups is reduced.

3. Curriculum and Quality Review cycle

The overall Quality Review cycles serves as a vital process for maintaining and enhancing the quality of education and training that we provide and ensures that we meet the set standards and align with all regulatory Policys. It enhances our teaching methods, learning outcomes and curriculum design promoting a culture of ongoing development. It allows us to adapt to change and reflect industry and sector trends, technological advancements and policy changes.

Intended outcomes

- Rigorous analysis of progress at student and course level leads to improved student experience and outcomes.
- The outcomes of student voice activities result in actions that improve their experience.
- Where there is a significant risk to progress, and achievement swift implementation of interventions ensure that the risk is reduced.
- Any variations in progress for different demographic groups is identified and interventions and support put in place to improve achievement.

Quality mechanisms in place

- meetings take place monthly and are attended by the Head of College establish the progress of individual students and courses and review performance against key indicators.
- Students at risk are identified and interventions put in place to secure improvements in retention, progress, welfare or experience.
- Where a course is deemed to be at significant risk, a Rapid Improvement Action Plan is established. It is implemented by Head of College and monitored each month. This may be due to low or falling outcomes, achievement rates significantly below

National Average, teaching, learning and assessment which is significantly impacting students experience or low rates of learners satisfaction.

Impact measures

- Risks to retention, progress, welfare and experience are reduced and students achieve well.
- Support and development for teams is timely and leads to improved performance
- Rapid interventions reduce risks to retention, achievement and student satisfaction.

4. Evaluating the standard of teaching, learning and assessment.

The overall purpose of the observation procedure is to support excellence in the quality of education, including teaching, learning and assessment and embed Education Inspection Framework judgement requirements that are relevant to observing practice. This includes observation processes as part of a wider and granular curriculum deep dive review as part of quality processes, which will inform the following quality and development processes:

- 2024/25 SAR
- 2025/26 QIP
- Underpinning project/action plans to meet the Further education and skills inspection toolkit and TLA improvement/development themes
- Benchmarking against Achievement, teaching and training, curriculum, participation and development.

Intended outcomes

- Students receive high-quality education and training. They enjoy their learning experiences, achieve well and progress to high quality destinations.
- Teaching staff are supported and challenged to develop the skills, knowledge and behaviours needed to support student success and job outcomes.
- Staff reflect on practice and use this process to improve the quality of their work.
- Those staff who experience challenges in their practice are effectively supported to improve, where this is not effective, coaching and development is provided, and performance management processes are in place to address concerns.

Quality mechanisms in place:

- A robust observation system is in place
- All Teaching staff are observed in the first term of the academic year and outcomes are used to provide support or training as required.
- Work scrutiny forms a key aspect of evaluation and is undertaken by the Head of College
- Audits of SOWs to ensure sequencing is fit for purpose and in line with current practice around recall and retrieval and meet the needs of students looking to progress into employment or in employment.
- Emerging action plans feed into SAR and QIP
- Outcomes of all evaluation activities generate CPD activities which are monitored through 1:1 meetings and appraisals.

- Trends and patterns in strengths and areas for development are analysed at contract level to determine appropriate improvement

Impact measures:

- Attendance, retention and achievement meet KPIs
- Student satisfaction rates meet KPIs
- The number of staff with good practice in TLA increases following coaching so that at least 80% are regarded as of a good standard.
- Students rate the quality of teaching as good.

5. Observation of Teaching and Learning

The aspiration is to provide the very best experiences and outcomes for all students while fully supporting our Teaching staff to achieve this for the benefit of all individuals and to help each student achieve their learning aims, career goals and personal aspirations. Our expectations are that we should deliver consistently good or better experiences for students. The Our is committed to embedding the Ofsted November 2025 Education Inspection Assurance Policy (EIF) and the Education Training Foundation (ETF) Professional Standards.

At SoundSkool we promote and engage in embracing key characteristics and expectations of good practice in the quality of education and TLA. We expect all teaching staff to meet our high professional standards set and adhere to our organisational values and professional codes of conduct. Teaching staff will have acquired the expert subject/sector knowledge relevant to their curriculum area and be occupationally competent, with a range of appropriate specialist skills which are all expected to be observed during an observation as good practice, and which impacts positively on a students' experience and progress in learning and skills development.

The observation process as part of our performance and developmental Assurance Policy for practitioners will consist of:

- Developmental non graded observations of teaching staff within the first month of their work
- Non graded observations of probationary practitioners at their three-month delivery stage
- Observations linked to internal audits
- Re-observations linked to action plans.

6. Our Formal Observation Process for 2025/26

- Head of College will agree and arrange the 5 days window for individual observations as per Quality calendar. They will send out the observation notification to the observee, at the allotted time, giving 24 hours' notice of a 5-day window, together with a time for the developmental feedback meeting.
- The observer spends a minimum of 45 minutes conducting the observation (timescale may be split). Observees will be given some verbal feedback at the end of the session or if, this is not logistically possible or might interrupt the flow of TLA if

the observer has observed the middle section of the session, by the end of that day through a mutual agreement.

- The observer records all of their findings and judgments into the observation database, which when completed, is saved and locked and which stops further editing.
- The observee will then complete their own self-reflection and assessment of the session where they have been observed

This process must be completed within 5 working days

Observation Protocols: guidance

During the session, the observer should:

Ask for planning documentation, to include SOW, lesson plan and student profile **to include clear evidence of mapping to the wider and key components of a students learning journey to include:**

- English
- Maths
- Digital skills
- CEIAG
- Safeguarding and Prevent,
- Health and safety
- Equality and Diversity
- British Values
- Social inclusion

Sit or stand somewhere which provides a good view of both students, Teacher/training advisor, but as unobtrusively and quietly as possible. If possible, do move around the room to be able to view students' work and speak to individuals or groups, where this is appropriate and does not disrupt the flow of activities and learning. Remember the focus is on the learning which takes place and the impact of TLA on the students, their rate of progress and pace of developing skills and knowledge.

If it helps you, one tip is to draw a simple plan to identify who is participating and how often.

It is vital that you avoid compromising the delivery of the session and learning that is taking place up to and including disruption of the session. The only exception to this is where there is a potentially serious health and safety or safeguarding issue.

Listen carefully to students' chatter; be aware of Teacher body language, tone, pitch, attitudes and behaviours to learning and their practitioner or Teacher.

Talk to students, gather their opinions and look at their work at appropriate times in the session.

Examples of questions to ask students:

- Can you explain what you are doing and how this session links to previous work?

- Do you understand what the learning outcomes are for this session?
- What health and safety instructions have you been given and why is this important?
- Have you set any personal targets or targets for English and maths to work towards during this session?
- Describe how you will be assessed on what you have learnt in this session?
- Have you had any work marked so far? Can you give an example of how the feedback has enabled you to develop your skills?
- Do you have an assessment schedule?
- Can you give an example of an independent learning task you have undertaken?
- How often do you have the opportunity to set and update targets on your ILP ?
- Do you feel you are learning and making good progress?
- What are you intending to do when you complete this course? Are you on target?
- Are you enjoying learning during this session and if so why?
- How often do you refer to your individual learning plan and short targets during this session with your practitioners?
- Do you ever discuss safeguarding, Prevent, British or the Our ED&I and FBV as the wider and very important cross cutting themes and what these mean to you and your peers during the sessions with this practitioner?

7. Observee Self Reflection and evaluation of practice

Observee self-reflection and evaluation prompts on the quality of education, including teaching, learning and assessment to engage in professional development. It is important that the observee analyses and reflects on their outcomes and decide on changes and improvement actions to take forward.

- Did my Teaching strategies have a positive impact on students?
- Did the students progress and develop skills and knowledge during the lesson?
- Did I pace the learning so that all students were developing skills and knowledge throughout?
- What do I think I achieved during the lesson?
- What have I learnt about my group of students from this session?
- What am I most proud of in working with my student group?
- Was my planning effective in enabling my students to learn what I intended?
- Did the students meet the outcomes of the session?
- Were my students productively engaged in the activities, and did they learn new knowledge/skills?
- Was I satisfied with the outcomes of my planning of learning, selection of resources, teaching and assessment strategies?
- What worked, did not work and if so, why not?
- What have I discovered about myself as a practitioner when reflecting on my practice?
- How well have my TLA strategies impacted on the student and provided them with a positive effective learning experience?
- What happened that I did not expect to happen?
- If I could teach this session again, what would I do differently and why?
- What are key changes that I wish to make to improve the experience rate and pace of learning and students progress and achievement for next time?

- What actions do I need to do to bring about this improvement?

8. Formal Observation Feedback

Following the completion of the observees' self-evaluation, formal feedback will be given and discussed during a meeting between the observee, observer and line manager, within 5 working days.

Constructive supportive and clear evaluative and judgemental feedback is a key element of our observation process. Each evaluation of TLA practice and impact informs the basis of discussions between the observer, observee and the Our Line Manager. The aim of feedback following an observation is to enable the observee to build on their strengths and determine their areas for development and or improvement.

Staff will be encouraged to:

- Remain objective and avoid reacting defensively.
- Do not take the feedback personally and see it as a negative dialogue.
- Try and see things through the eyes of the students and impact on the group and individuals.
- See the feedback and action plan as an opportunity to enhance and/or further develop knowledge and skills.
- Take an active part in discussions and the identification of actions and development points.
- Ask for clarification if unsure of the feedback.
- Be an active part of development planning which will feed into support and CPD mechanisms.

During the feedback meeting, the outcomes of the observation should be discussed with the member of teaching staff leading to agreed strengths and areas for development reflected in their development plans.

All Teaching staff will have access to their development plan. This plan will assist the celebration of success, sharing of effective practice, improving students' experiences within sessions. This will further develop their progress and achievement of their vocational learning aims, and course and help inform the quality of education, including teaching, learning and assessment strategy to continually raise standards or maintain high performance where identified.

Support and advice on the actions within the development plan will be provided by the Head of College and members of the leadership team. One-to-one development coaching will be provided to as a layer of additional support.

Identifying key strengths and areas for development/improvement

Evaluating the effectiveness of the quality of education, including teaching, learning and assessment relies on experience and perception indicators. This process requires professional judgement and a shared understanding of the characteristics of good practice in the quality of education, including teaching, learning and assessment.

As an observer ask yourself these key questions:

- Are students **READY** and prepared for learning.
- Is the environment organised to maximise learning and create a positive learning atmosphere?
- Are students learning well?
- What are they learning?
- Why are they learning it?
- Are they learning it in the right way?
- Are they developing the right level of knowledge, skills and understanding?
- Are they behaving in a **RESPECTFUL** manner?
- Are the students maximising their full **POTENTIAL**?
- How do they (and we) know they are learning?
- Are students interested in, inspired and motivated by their work?

9. The Appeals Procedure

If a member of staff wishes to appeal against the proposed areas for development made in any observation, then they should provide their line manager with a written appeal clearly identifying the basis of the appeal within 5 working days from the date of their formal feedback.

- The appeal will be considered and dealt with by the Head of College
- The outcome of the appeal will be the final decision of the CEO

10. Best Practice Guidance 2025/26 for Teaching staff delivering learning

This guidance has been designed to ensure that workplace learning students take more and full ownership of their learning and skills development and own progress during all sessions and receive a clear targeted detailed and high quality TLA, coaching and support at SoundSkool. Through effective two-way discussions and empowering students to set setting their own targets and take full ownership of their own on learning, they are encouraged to make good timely progress using their everyday work product knowledge, taking full advantage of workplace training and employers support to further develop their technical knowledge, occupational skills and contribute to the workplace needs.

- Progress review records must be completed by every student no matter which qualification they are working towards. If a student is involved in independent or remote session, then the same expectations are required to be met.
- As a teacher your role is to coach and empower each of your students to take ownership of their learning journey, skilfully guiding them to successful completion of their course using your occupational competence and current sector underpinning knowledge during each session, providing regular contact, appropriate resources and access to music information and research sites to help each individual develop the right level of skills and technical knowledge to meet music industry and professional standards.
- Tracking records are a vital component to support each student's journey and progress.
- Initial and diagnostics assessment results and information must be used to inform each student's individual learning plan on the system setting not just long-term targets but clear measurable and timely targets reviewed for progress during each visit and the

student encouraged to review when working independently. Targets should include vocational. English and maths and PSHE.

- Even if a student has achieved their English or maths qualifications, they must be supported through identification of skills gaps to further their technical skills which are applicable to support their job role and career aspirations.
- All sections of progress review documents are to be completed with clear detail from training or assessment sessions. If for any reason, a section cannot be completed, state reasons.
- As experienced and skilled Teaching staff we expect you to complete your tracking records as a working document.
- Make full and best use of available learning and skills development resources available to support you with key priorities for each student focusing on wider aspects of skill and knowledge development:
 - Personal Development, Behaviour and Welfare including:
 - English and maths to underpin and support employability and technical further skills and knowledge development.
 - Safeguarding and Prevent
 - Health and safety
 - Equality, diversity and Fundamental British Values
 - Key sector specific and technical skills development opportunities, including meaningful and appropriate on-the-job training.
 - Aspects of social, moral, spiritual and cultural knowledge contextualised to the workplace.
- Provide clear evaluative and judgmental feedback, both verbal and written for each assessment.
- Make sure that students written work is assessed in a timely manner and outcomes recorded succinctly against targets set. Ensure that the student is directly involved and know what they have achieved and gaps in the quality of their work and skills.
- Support your student to be a responsible, empowering them to take full ownership of their learning and skills development. Our students have music skills and bring prior knowledge and expertise with them when they start their learning journey with you. Acknowledge and record these attributes and ensure that you use IA and diagnostics efficiently to plan each individual student's journey with you as a collective approach to ensure that good timely progress and full achievement of their learning and skills development aims personal goals and career aspirations.

12. Staff development and Support

Intended outcomes

- A culture of reflection and personal development creates a stable staff team who are valued and take accountability for their development, striving to provide an excellent experience for students.
- All new staff receive an induction to feel valued, welcome and able to understand expectations of SoundSkool
- Increase the confidence of new Teaching staff through induction and support groups
- A wide range of development opportunities provide access to high quality CPD activities meeting the needs of individuals and teams, leading to improved student experience.

- Management development opportunities provide a route for career progression. Established training enables them to conduct their role effectively to meet organisational expectations.

Quality mechanisms in place

- Collaborative development of Teaching and Learning Standards for 24/25 to ensure that we have a model of great teaching and learning across the company.
- Thorough induction process incorporating a TLA induction by the Head of College
- Mentoring programme for new staff including support groups.
- Access to external qualifications and training.
- Sharing of good practice staff development days and peer review,
- Ongoing teaching and learning conversations through team meetings to develop and embed practices.
- Regular CPD

Impact measures

- Quality of Education meets the EIF 'good' indicators.
- Student satisfaction rates meet KPIs
- Staff satisfaction rates for induction and CPD are good.
- CPD results in demonstrable improvements in student outcomes or experience.

13. Student, employer and stakeholder views.

Student, employer and stakeholder views are integral to the quality cycle of teaching and learning as they provide diverse perspectives ensuring that the learning experiences meet the needs of all

Intended outcomes

- Systems are used to gather student views on their experience at SoundSkool
- Action is taken in response to student views leading to improvement in student experience and/or outcomes

Quality mechanisms in place

- Students' surveys conducted as part of mid point and exit review to provide views on Induction, teaching and learning, welfare, enrichment, safeguarding and EDI.
- Analysis of complaints to identify actions to improve satisfaction and is monitored by Head of College

Impact measures

- Actions taken in response to student views result in increased satisfaction rates to meet KPIS

14. Internal and External Quality Assurance systems

Internal Quality Assurance Documentation and Responsibilities

The documentation used for Internal Quality Assurance (IQA) team aligns with the specific requirements of our Awarding Organisations (AOs). This ensures a consistent and high-quality approach to quality assurance across all programmes and delivery teams.

Each member of the IQA team is expected to have a clear understanding of their role, responsibilities, and the authority that accompanies their position. They are accountable for ensuring access to accurate, reliable, and high-quality information, as well as facilitating relevant development opportunities. It is their responsibility to ensure that key information and updates are effectively communicated and cascaded to all Teaching staff—whether full-time, part-time, peripatetic, or remote.

Effective internal quality assurance builds confidence in our assessment processes among all stakeholders involved in qualification delivery. It supports the integrity of our provision and reinforces our commitment to continuous improvement and excellence in teaching, learning, and assessment.

Intended outcomes

- The quality of assessment and verification is good and occurs promptly ready for moderation.
- Assessment and verification meet the standards required by Awarding Organisations so that all programmes can certify as required and there are no blocks or sanctions.
- Effective staff development ensures that there is sufficient capacity of Teaching staff and verifiers to meet the needs SoundSkool.

Quality mechanisms in place

- Robust Assessor and IQA processes and policies
- Work scrutiny during observation to monitor quality of feedback
- Quarterly sampling to ensure units are ready for moderation.
- Staff development programme for Teaching staff and verifiers.
- Monitoring compliance with EQA action plans.

Impact measures

- All students are registered for approved courses in line with the Awarding Body timescales.
- There are no blocks to claiming qualifications.
- Students rate the quality and timeliness of their feedback as good.
- Assessment and verification take place in line with programme delivery
- Samples for verification are processed to meet the agreed date.
- Actions from External Verification are addressed within the agreed timescales.
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14.1 Internal Verification

Verification entails reviewing the quality of the assessment decisions made by Teaching staff through evaluating how that decision has been reached. The internal verifier should follow an audit trail, that clearly demonstrates the Teacher has checked the evidence presented;

whatever format it takes and that it meets the assessment/Awarding Organisation rules of evidence.

14.2 Internal Moderation

Moderation should entail second line marking of the assessment decisions made by the teacher in line with the awarding body assessment guidance. The internal moderator must be able to check that the Teacher has conducted the assessment correctly and fairly and shared the assessment feedback with the student.

14.3 Guidance for Teaching staff

Evidence must have been confirmed by the Teacher as using the CAMERA model:

- All students
- All Teaching staff
- All methods of assessment
- All elements of the award
- All range or scope requirements
- All assessment locations

Furthermore, that it is:

- Fair in-line with Ofqual and awarding organisation assessment guidance/instructions.
- Safe – assessment is in line with national standards, health and safety, equality of opportunity (i.e. without prejudice) and adheres to confidentiality
- Valid – relevant to the overall qualification and its components.
- Authentic – evidence is known to belong to the student – signed and dated as required.
- Sufficient – assessed work meets the qualification assessment requirements and expected standard.
- Current- up to date to the AO specification
- Reliable – records are sufficient, current, accurate, legible, and complete.

14.4 Submission of assessments and portfolios for IQA.

Completed marking of student's work, assessments and portfolios are to be submitted for moderation in order to maintain professional integrity of the assessment and ensure that timely IQA activities do take place.

14.5. IQA's should:

- Hold the current recognised relevant qualifications. If an IQA does not have the current relevant qualification's, he/she/they will have to achieve these whilst working for Our and be shadowed and all IQA practice completed counter-signed by the Lead IQA.
- Ensure there is a personal development plan for each unqualified Teacher who wishes to become a trainee IQA will include the completion and achievement of the relevant TAQA qualification(s) within 12 months of commencement the role.
- IQA's must have the relevant and current occupational expertise, as required by an AO is to ensure Teaching staff assessment practices are valid, reliable and judgements are

based on sound assessment decisions for each award that they have delivery/assessment responsibility for.

- Understand the relevant National Standards, Assessment Strategy, and any AO guidance
- Ensure efficient detailed completion and current maintenance of all Teacher documentation.
- Contribute to fair, reliable and valid access to the internal quality and curriculum assurance and improvement processes.
- Ensure Teaching staff have attended a minimum of at least two occupational updates per year and/or meet the expected AO and our requirements, as outlined in relevant assessment strategies (30hrs). This is to include at least one day back in sector, to keep practice occupational competence, currency and in touch with the sector in which they work.
- Support returning to work Teaching staff who wish to re-commerce a Teacher role and assessment activities, including delivering of Teacher refresher courses, mentoring, supporting, performance managing and shadowing activities.
- Produce a rationale and sampling plan, including the ratio for each Teacher to determine and confirm the level of sampling that meets AO requirements for IQA practice.
- Develop an effective sampling strategy that reflects the experience/performance of Teaching staff across appropriate methods, including direct observation, knowledge, product evidence, testimony etc, appropriate to the qualification being assessed and that the AO requirements have been met with student evidence validates as authentic, reliable, original and current.
- Oversight of all student assessment and evidence and IQA completed documentation must be stored securely where the latter dictates for evidence, with access restrictions applied appropriately.
- Ensure all assessment decisions made by an unqualified Teacher/trainer are reviewed and countersigned by a qualified and competent Teacher/trainer/IQA.
- Lead and monitor each new Teacher allocated to the IQA through a planned induction, probationary review and one to one monthly caseload review meetings.
- The internal verifier is required to monitor an acceptable use of cross-referencing evidence throughout the award (holistic assessment) and its appropriateness for qualifications that require portfolios of evidence.
- Awarding organisational documentation will be stored in a confidential manner and available for assigned members of the SLT

IQAs will ensure that all qualifications, Teaching staff and levels are sampled/verified appropriately on a consistent basis as determined by the IQA and quality cycles. All records are retained for a minimum of three years (longer, where stipulated by awarding organisations) and are available external audit purposes or the resolving of arising issues arising from external verification or appeals.

14.6. Conflicts of Interest

- IQAs are not allowed to internally verify any evidence, they have assessed.
- IQAs should not allow their personal preferences to persuade their judgements.
- IQAs are not required to second assess the candidate but should verify the process.
- IQAs should declare where any assessment has been completed by an immediate or close family member so an alternative IQA can be allocated.

- IQAs are required to declare any vested interest in qualification recruitment or where there may be justifiable bias.
- If employed on a full-time salaried basis, an IQA must not undertake any form of work for another organisation.

14.7 Sampling

Verifying assessment is concerned with maintaining the quality of assessment for all students. There are three strands to sampling and interim assessment.

1. Sampling assessments
2. Monitoring and performance managing of Teacher delivery/assessment practice.
3. Standardising assessment judgements, through Teacher standardisation meetings, and/or Teacher update workshops.

14.6.1 Interim Sampling

It is important that the IQA samples Teaching staff' assessment processes undertaken with students at different stages in the process- referred to as formative sampling. This includes reviewing portfolios/assessments contained in 1:1 completed student units or portfolio/qualification/course evidence that each individual is being assessed against. The IQA will observe assessments being undertaken and check that the Teacher is following the AO centre guidance.

The IQA will carry out visits to undertake observations of Teacher's delivery and interviews with students.

To maintain consistency of assessment against the qualification standards and support Teaching staff and students where necessary. Records of the outcomes of all IQA activities will be completed and submitted.

14.6.2 Sampling Requirements Sampling process:

Traffic light system: Red = 100%, Amber 50%, and Green 10%—20% (depending on experience)

Green – competent Teaching staff but to be monitored.

Amber – non-systemic issues following previous sampling that do not put the integrity of the qualification and/or centre at risk.

Red – unqualified Teaching staff (to be counter-signed) – new Teacher to the centre – new to the qualification - continued errors - errors that call into question integrity of Teacher/centre or qualification.

14.6.3 When sampling assessment decisions, you should be:

Studying the collection of evidence in a portfolio has been confirmed by the Teacher and the evidence is sufficient, reliable, current, authentic and accurate. This only applies to qualifications that require a portfolio of evidence.

Studying the assessed evidence such as assignments, projects, awarding organisation and set assessment processes.

Ensuring assessment decisions and feedback of Teaching staff, assessment methods and assessment locations are sampled across students at different stages of their award are sampled.

Observing a range of assessment activities, providing feedback and completing relevant documentation.

Ensuring the assessment decisions for unqualified Teaching staff are checked, authenticated and countersigned by a qualified Teacher who has relevant expertise.

14.6.4 Verifying assessment decisions may lead you to identify CPD and targeted development needs for Teaching staff at Our Please consider whether:

- Assessment has been conducted fairly for by all Teaching staff across students.
- Assessment is being conducted frequently and regularly to meet the needs of the student.
- Best use is made of naturally occurring and holistically evidence (competence-based awards only).
- Evidence is being collected in the most cost effective/efficient way.
- Over assessment is not taking place.
- Evidence is used efficiently to support more than one outcome/unit etc. wherever possible (holistic assessment).
- Teacher decisions have been recorded efficiently, effectively, accurately and with granular detail.
- Constructive feedback is provided by the IQA to the Teacher who in turn provides effective feedback to the candidate.

14.7. Standardisation

Each IQA should:

- Ensure standardisation takes place prior to the launch of any new qualification to the centre to ensure all Teaching staff are confident in its execution.
- Ensure standardisation takes place after EQA visit.
- Ensure that standardisation meetings take place at least quarterly
- All qualifications are included in the IQA sampling calendar
- Standardisation is conducted across the units within a qualification and can keep specific to unit(s) and or assessment methods where concerns or variations in assessment practice is evidenced.
- Each meeting requires minutes to be taken with feedback on IV/IM findings reported to the Head of College if they are not in attendance with an accompanying action plan.
- Minutes should report on outputs and current situation(s) with students/students where there is evidence or discussions have been held, issues, identification of risk, root cause and actions to address.
- Meetings are expected to review all EQA feedback, recommendations, and any actions in order to support the appropriate next steps.
- As appropriate contribute towards CPD/Teacher team and own training requirements.

14.8. Continuous Professional Development

IQA's will identify training opportunities for Teaching staff as part of their IQA activities.

Feedback to Teaching staff should identify any additional training and CPD/developmental needs.

All internal verifiers and Teaching staff will have individual CPD personal development plans that include staff development and professional development for their job roles. IQA's will provide further information and guidance to the quality and curriculum management team to inform 1:1 performance and developmental reviews.

14.9. Examination Arrangements

All arrangements for examinations will be made by the Exams/AO liaison department at Our. The process may be observed as part of internal quality assurance monitoring procedures.

14.10. Storage of Portfolios and Examination Materials

Portfolios will be held where appropriate in a secure location, accessible only by the IQA and examinations team. The IQA's are responsible for the record keeping of portfolios (booking in and booking out). IQA's will work closely with the examination team to ensure smoothness of communications reporting and all activities relating to AO's. All movement of portfolios/exam materials will be recorded and signed for with locations recorded for access.

14.11 Appeals Procedure

- The appeal procedure conforms to AO requirements.
- The appeals procedure applies to all courses/programmes/qualifications where appropriate.
- The appeals procedure will be provided to students and discussed at their induction.
- During student discussions, IQAs will confirm each student's understanding of the appeals procedure and how to use/register an appeal.