



Policies and Procedures

Operations Department

Internal Quality Assurance Strategy and Process

Policy Author	Diana Busuttil	Designation	Head of Institution
Policy Reviewer	Rosanne Galea	Designation	Managing Director
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Internal Quality Assurance Strategy and Process

1. Principles and Policy

A training centre must have an effective quality assessment strategy to ensure optimum delivery and assessment of qualifications. It is therefore responsible for Internal Quality assessment. For all qualifications a training centre must develop a sampling strategy and plan which must be implanted by all those undertaking the internal quality assurance role.

The internal quality strategy in place at Future Focus contains

- i. Sample planning based on the principles of 'CAMERA'
- ii. Effective communication
- iii. Interim sampling
- iv. Monitoring of assessor practice
- v. Standardisation activities

2. Strategy and Process

A. Sample Planning Based on the Principles of CAMERA

The samples are calculated as noted below:

Candidates: A selection of all candidates (gender, age, ethnicity etc.) without reception if possible.

Assessors Experience and qualifications, workload, occupational experience, ensuring that all assessors are assessed at least 3 times in a 4-month period

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Methods of assessments Questioning, observation, testimony, Recognition of Prior Learning (RPL), use of simulation, product evidence assignments, projects and tests. This is rotated as needed to ensure that all relevant methods of assessment are covered.

Evidence all types of evidence

Records Plan, reports from tutors, assessors, correct assessment practices, IQA records, student and assessment records.

Assessment locations Workplace assessments, college, other assessment locations.

B. Effective Communication

It is a critical that everybody is available to communicate to ensure that any difficulties are dealt with in a speedy and professional manner.

The Internal Quality Assurer (IQA) will issue feedback in a constructive manner and enable the assessor an opportunity to reply and give his or her own opinions.

The assessors will accept any feedback or criticism given, and have a right of reply

C. Interim Sampling

Once all the sampling factors are taken into account, the sample size will almost decide itself. We feel that it is essential the process follows this route rather than deciding on a set sample size and trying to fit a strategy to it. The sampling process must not be determined by any rule of thumb such as 10% or a square root.

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The IQA will sample the full range of delivery and assessment methods used as noted below but will also relate to the relevance of the method of assessment for each individual assessor:

- i. Direct observation of student by assessor
- ii. Professional discussion
- iii. Recognition of prior learning
- iv. Reflection on own practice in real work environment

All assessors are included in the sample and the IQA Manager will ensure that each assessor will have at least 1 of each of the above in any 12-month period.

D. Monitoring of Assessor Practice

The aims of this part of the role are to:

- i. Ensure that high standards of delivery are maintained at all times.
- ii. Ensure that the relevant national standards are adhered to by all assessors
- iii. Identify problems or areas where tutors and assessors require advice or development
- iv. Ensure that students are aware of, and satisfied with, the assessment process

The quality and accuracy of programme plans, session plans and assessment plans as well as records should be included in the sample.

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The IQA should observe the individual assessor's assessment and interpersonal skills, with a view to noting any areas that would benefit from advice or further development. The IQA must also note any problematic areas.

Following the monitoring exercise, it is important that constructive and positive feedback is given to enable assessor to develop. The discussions should be held in private and should not be relayed to the students or other team members. The IQA should keep a record of this and ensure that it forms part of the tutor and assessor's individual development plan.

Monitoring also creates an opportunity to liaise with students to ensure that their learning and assessment needs are being properly met.

We use the traffic light system of red, amber and green, when a new lecturer starts or, for those who have had past issues; here the assessor is red and then when improvement is made changes to amber and then to green. More attention is paid by IQA in relation to assessors marked red.

Feedback to tutors and assessors can be given in a variety of ways:

- i. Produce written feedback
- ii. Aim feedback at tutors/assessors – not students
- iii. Being honest
- iv. Ensure comments are constructive and positive
- v. Start by asking the tutor/assessor what they taught themselves about their work
- vi. Being factual
- vii. Talk through each point of the feedback
- viii. Give clear details of what was found/seen
- ix. Specify what was done well and what needs to be done differently
- x. Seek to improve practice the long term

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- xi. Agree next steps and timescales for change
- xii. Record the process in detail

E. Standardisation Activities

Standardisation is an important part of the IQA duties. Also, although team meetings may be held, these often focus on relaying information and tracking student process.

Information-giving and tracking are clearly important but it is crucial that standardisation activities are undertaken with all team members on a regular basis. All standardisation activities should be included on relevant agendas and recorded in sufficient detail so that third parties can fully appreciate what has been carried out and the outcome.

The following standardisation activities are carried out:

- i. Assessors copy pieces of work or evidence presented and ask assessors to take an assessment decision based on what they have in front of them;
- ii. Assessors are asked to record what feedback they would give the student if they were the genuine assessor of the work. This enables an IQA to check the assessor are:
 - Asking the right questions
 - Forward planning with students
 - Taking accurate assessment decisions
 - Providing suitably detailed and specific feedback
 - Fully recording the outcome of the assessment process
- iii. Assessing each other's candidates
- iv. Judging evidence together

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- v. Working through the standards together

We utilize the following 3 stage process to ensure continual improvement

- i. Observe
- ii. Plan the assessment
- iii. Give feedback on the assessment

We then return full circle to (i) to observe that the feedback has been implemented.

3. Procedure

Future Focus is committed to achieve sustainable growth to the benefit of our stakeholders by providing a comprehensive range of high quality training that will enhance the career prospects of our students. We are committed to providing lifelong learning opportunities and to make learning fun, interesting and exciting.

4. Business Philosophy

- i. We put our **Customers** first and strive to secure their loyalty through top quality service.
- ii. We value our **Employees** and seek to help them achieve their full potential.
- iii. We embrace **Professionalism** and seek **Excellence** in everything we do.
- iv. We do our best to help our **Communities** be better places in which to live, work and grow.



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5. Corporate Responsibility

At Future Focus we recognize that our corporate actions and decisions have a significant impact on the society in which we operate and we are committed to managing this impact in a very responsible manner.

We are committed to running our business to high ethical, legal and professional standards.