

## Quality assurance policy

First Aid Safety, are committed to providing fit for purpose qualifications in partnership with Qualifications Network (QNUK). An Awarding Body regulated by Ofqual (The Office of Qualifications and Examinations Regulation)

### Our commitments

First Aid Safety, is committed to ensuring that our learners are given the right opportunities and support in order for them to achieve all that they are capable of achieving.

### We support learners by:

- Providing current and up to date information on qualifications offered
- Identifying the correct qualification for their requirements
- Offering points of referral for any needs that we are unable to meet
- Providing a clear and transparent fees list
- Providing any pre-course information or guidance in good time
- Ensuring delivery staff, assessors and quality assurers are occupationally competent
- Ensuring learners are aware of the assessment requirements of the qualification
- Ensuring learners have fair access to assessment
- Ensuring learners are aware of the process where competence has not been shown
- Ensuring learners are aware of our appeals and complaints procedures
- Ensuring successful learners receive their certificates promptly

### Promoting our regulated qualifications

Where it has been identified that a learner will be attending a regulated qualification, it is important that they are not misled into undertaking an unregulated course. We therefore consider the following when promoting our regulated qualifications:

- Titling
- Use of logos
- Access to qualification specifications
- Fees
- Logistical information

### Titling

To ensure learners are not misled, all of our regulated qualifications are identified by their official title. The titles are constructed as follows: QNUK/LEVEL/TYPE/SUBJECT/(FRAMEWORK), an example is:

QNUK Level 2 Award in Safeguarding and Protecting Children and Young People (RQF)

We avoid using similar terms for unregulated courses.

## Use of logos

Logos help learners to identify any accreditations related to the qualification. Inappropriate or incorrect use may again mislead our learners. Some logos are prohibited from use, therefore we:

- Do not use regulator logos on any of our materials. Regulator logos include Ofqual, CCEA and Qualifications Wales
- Do not use any other logos protected by Crown copyright i.e. HSE
- Do not use logos of memberships or associations that are not directly linked to the qualifications
- Ensure the QNUK logo only appears on web pages or promotional materials promoting QNUK qualifications or on generic webpages such as "contact us" or "home"

Where logos are used we ensure to comply with any guidance in their correct usage.

## Access to qualification specifications

A qualification specification for each qualification has been created by Qualifications Network. We ensure learners have access to the qualifications by providing a downloadable copy on our website or emailing a copy on request.

## Fees

To ensure learners are not disadvantaged by additional or hidden fees we have a transparent list of fees. This fees list ensures learners are aware of any costs associated with undertaking qualifications offered by us.

### Our fees list outlines costs associated with:

- Undertaking the qualification
- Cancellations
- Late payments
- Learner registration
- Assessments
- Certification
- Equipment i.e. course manual
- Appeals
- Replacement certificates

The aforementioned fees are available to view on our website or available up on request

## Logistical information

Some learners may have difficulty accessing courses in certain locations or at certain times, dates. It would be unfair to accept a learner onto a course for them to find out they are unable to attend for the required duration.

We therefore ensure prospective learners are made aware of the logistical information prior to accepting bookings.

Logistical information is available on our website, on our course booking page or available up on request.

## Booking confirmation and pre-course information

To ensure learners have sufficient preparation time on receipt of a booking, we will confirm their place and reconfirm the details of the venue, dates and times and any other logistical information; i.e. parking etc.

Where required by the qualification, we will ensure learners receive copies of any course materials within a reasonable time.

## Staff competence

We are committed to ensuring our delivery, quality assurance and office staff are competent and conversant in our products and services.

Our staff that deal with customer enquiries and bookings are often relied on by learners to ensure that the course of study they require, is what they book onto.

We therefore ensure staff are aware of the needs and benefits of each qualification, and where additional information for uncommon questions and requests can be accessed.

In order to continually provide suitable information to learners we record customer queries. This enables us to inform QNUK of any queries and update our staff with correct, current information.

We ensure staff involved in the delivery, assessment and quality assurance of qualifications are suitably qualified and experienced and meet at least the minimum requirements outlined in the QNUK delivery manuals for each qualification.

The Centre Manager is responsible for ensuring that we retain copies of CVs, certificates and activity logs for our delivery, assessment and IQA staff. These are available on request to QNUK.

## Staff responsibilities

Below is an outline of our roles and responsibilities in relation to the delivery and assessment of QNUK qualifications.

The Centre Manager (CM) is usually responsible for:

- Planning and auditing course delivery and the quality assurance system
- Monitoring the Internal Quality Assurance (IQA) Strategy
- Ensuring compliance with QN requirements
- Recruitment of course delivery and quality assurance team
- Writing and updating policies and procedures
- Liaising with external auditors and external quality Assuror(s) (EQA) including organising visits
- Ensuring AO/EQA recommendations are carried out

Lead Internal Quality Assuror is usually responsible for:

- The quality of assessment and the IQA of assessment
- Compiling an overall IQA Strategy
- Leading the IQA team planning process
- Monitoring and observing internal quality assurers
- Providing or organising training and guidance for internal assurers and assessors
- Reporting issues, trends and concerns to the CM

Internal Quality Assuror is usually responsible for:

- Planning individual IQA activities
- Monitoring the assessment practise of assessors
- Verifying the accuracy, consistency and quality of assessors' decisions
- Modifying practise and procedures as a result of evaluation
- Maintaining a record of their own professional development
- Reporting to the Lead IQA

Trainer/Assessor is usually responsible for:

- Planning, managing and delivering courses
- Conducting formative and summative assessment
- Collating and preserving learner portfolios where relevant
- Agreeing an individual learning plan with learners as appropriate
- Providing all the paperwork needed to maintain the IQA process
- Providing feedback on assessment practice
- Providing guidance and support to meet the assessment requirements of courses
- Maintaining a record of their own professional development
- Reporting to Line Managers and/or Centre Manager

## **Assessment**

Assessment is a key area for quality assurance. Where failures or discrepancies in assessment show that a learner is unsuccessful in achieving the qualification, prompts us to inspect for any failings in our systems.

QNUK has provided us with documents to support the undertaking of assessments. For some qualifications these documents include MCQ papers. Others require more input from the assessor, for example those qualifications that require a learner to build a portfolio of evidence.

Regardless of whether assessments are created by QNUK or First Aid Safety, we remain responsible for ensuring that all assessments are compliant with the principles of VCARS.

- Valid
- Current
- Authentic
- Reliable
- Sufficient

Where we have identified that assessments may not meet these principles, the head of centre will be responsible for reporting our concerns to [CentreSupport@Qualifications-Network.co.uk](mailto:CentreSupport@Qualifications-Network.co.uk)

## **Contributing factors to failures in assessment**

There are a number of reasons why a learner may not yet be competent. It is our responsibility to ensure learners have sufficient opportunities to succeed and therefore failures in assessment encourage us to consider:

- Was the qualification correct for the learners needs?
- Did the learner meet the pre-requisite(s), i.e. language, abilities?
- Was the qualification delivered at an appropriate time/location?

- Were opportunities for reasonable adjustments missed?
- Was the teaching and learning appropriate to the needs of the learner?
- Was the learner aware of the assessment criterion?
- Was the learner suitably prepared for assessment (i.e. had enough recapping and practice time)?
- Was the learner aware that they were being assessed?
- Did the assessor assess to the standardised criteria?

It is also our responsibility to ensure learners are successful based on each of the aforementioned factors and not because of reasons that may lead to malpractice.

### **Undertaking the assessment**

Each qualification has different assessment requirements. Therefore, we will ensure all assessment and quality assurance staff have suitable access to relevant QNUK qualification delivery manuals.

### **Access to fair assessment**

How we ensure candidates have access to fair assessment can be found in our access to fair assessment policy. This has been written to reflect the requirements of QNUK, outlined in their reasonable adjustments policy and qualification delivery manuals.

### **Quality assurance of assessment**

To ensure assessments are fit-for purpose, assessor and IQAs have a range of responsibilities: The assessor should ensure the quality of assessment is assured by;

- Planning and facilitating formative assessment throughout the course using a range of methods
- Planning and facilitating summative assessment as per Qualification Network guidelines
- Ensuring all learner papers are marked correctly
- The confidentiality and safety of assessment papers and/or learner portfolios is maintained
- Being familiar with and following the assessment requirements as outlined by Qualifications Network
- Cooperating with the Internal Quality Assurance Team and EQA visits

The Internal Quality Assuror (IQA) should ensure that the quality of assessment is assured by;

- Verifying the suitability of lesson plans and assessment tools
- Sampling the work of trainer/assessors from each stage of the process
- Observing trainer/assessors' performance
- Sampling candidate work

### **Risk rating assessor/IQAs**

The quality of assessment and quality assurance can be affected by the assessors and verifiers; whether this be because of inexperience or even complacency. Because of this, we assess assessment and quality assurance staff on a risk basis. The level of risk is recorded using a "traffic light" system, with green being low risk and red being high. Each assessors level of risk is recorded on their personnel file. Examples of contributing factors to each individual's level of risk is outlined below.

## High Risk

Newly appointed trainers/assessors/IQA staff

Not yet qualified trainers/assessors/IQA staff

Trainers/assessors/IQAs that have not updated their practise or with no record of CPD

Trainers/assessors/IQAs with frequent remedial actions identified via observation reports

Trainers/assessors/IQAs having made unsafe decisions

## Medium Risk

Trainers/assessors/IQAs with few remedial actions identified

Qualified and experienced assessors new to the centre

## Low Risk

Trainers/assessors/IQAs that demonstrate, consistently, up to date practise and have rare remedial actions identified on sampling.

## Dealing with learners that are not yet competent

The integrity of a qualification and associated assessments should be called into question if there is a significantly high number of successful candidates.

Therefore, on occasion, it should be accepted that some learners will fail to achieve the desired level of competence.

Where the candidate is aware of the required standard and is deemed 'not yet competent' by the assessor, the learner is offered the opportunity to re-take the assessment, upon further support and feedback from the tutor to minimise weaknesses in their skills and knowledge. The assessment will be rearranged accordingly. Learners should already be aware of any reassessment fees, if any.

## Appeals and complaints

On occasion candidates may not be satisfied with their assessment decision/s. Therefore, the candidate is welcome to appeal against the decision/s. The process, including escalations are outlined in our appeals policy. This is available to candidates on request.

## Processing of certificates

On successful completion of an accredited qualification, learners will receive a certificate of competence valid for three years. We will ensure prompt submission of the results to the MyQNUK portal. Upon receipt, the certificates are signed and dispatched without delay, providing any unpaid invoice/s relating to course/qualifications are cleared.

## Replacement certificates

Request for replacement certificate are registered with QNUK within 5 working days. The identity of the candidate will need to be confirmed prior to submitting a requesting for a replacement. The fee to cover administration costs, postage and a replacement certificate is £25.00 (excluding vat).

## Quality assurance activities

To maintain the high standards of our processes, the Head of the Centre is responsible for the listed quality assurance activities:

- Website audit
- Marketing materials audit
- Customer service audit
- Fees list audit
- Staff records audit
- Policy audit

These audits are undertaken on an annual basis or where a significant change occurs. Results of audits are recorded and retained for at least 3 years.

In addition to auditing our quality process we also undertake verification activities in relation to the assessment.

### Planning IQA Activities (visits)

The IQA is responsible for producing a 'Sampling Plan' based on the current risk rating for each individual trainer/assessor. The 'Sampling Plan' identifies trainers/assessors that require an IQA assessment, which units need to be verified and when.

The IQA should then produce an 'IQA Activity Plan' for each activity they will be undertaking. This plan outlines which units/outcomes are to be verified, how the assessment will take place (methods), any resources needed by the IQA, any special needs identified by the assessor, how feedback is communicated and how the outcomes are recorded. This plan ensures transparency, consistency and standardisation across the IQA team. Verification visits can be unnerving for some individuals and transparency can help to reassure trainers/assessors of what to expect on the day of the visit. As such, it is important this plan is shared with them and the IQA/ in advance – 48 hours minimum notice is a standard.

**The IQA may use any assessment methods listed below:**

- Observation of trainer/assessor performance
- Sampling of trainer/assessor work
- Sampling of learner work
- Witness statements (from learners/co-workers)
- Learner Evaluation
- Learner Interviews
- Verification of lesson plan validity and application

### Sampling Paperwork

The volume of paperwork reviewed by the IQA's is comparative to the assessor's current risk rating. For example, a high-risk assessor will have all paperwork reviewed by the IQA at the visit. This is to ensure that the marking is correct and documents have been completed as required by the centre and its policy.

For an assessor in the medium risk category, it is sufficient to review 50% of the class paperwork. Low risk a minimum of 25% of the class paperwork.

Verbal and written feedback is communicated to the assessor at the earliest opportunity possible post the IQA visit. Feedback to the IQAs by the Head of centre is also communicated after reviewing their reports.

To differentiate who has marked/reviewed questions papers/assignments/reports etc. a system is in place that allows for a clear and consistent audit trail. Our system is as follows:

- Assessor mark/verify work in blue or black ink.
- IQAs verify work using red ink
- Lead IQA should use a different colour to clearly show when/where they have reviewed IQA reports or have some way of distinguishing themselves from the other IQAs
- EQAs verify using green ink

## **Conducting an IQA Activity**

Our sampling activities are usually carried out by visiting the assessor while they are teaching or assessing. On some occasions it may be possible to conduct a 'remote' visit whereby information is sent to the IQA. Whichever method is used, the following steps/procedures will apply.

### **Planning/Preparation**

Our IQA's will produce an 'Assessment Plan' detailing which assessment will be verified during the activity and what methods will be used. This plan will be shared with the assessor and the lead IQA.

When planning the visit, the IQA will ensure they have the correct contact details and site details and have planned their journey to arrive at the agreed time. For some qualifications, sampling activities may include a review of the formal teaching session to verify if learning outcomes have been met and formative assessment conducted as well as the summative tasks.

This is not a review of teaching practice or subject knowledge, simply verification that the outcomes are being covered. The learner would find it a challenge to achieve the assessment criteria if they don't receive the correct training prior to assessment. A record of this observation should be kept.

### **Arriving on site**

Upon arrival the IQA should inform the assessor without causing unnecessary disturbance or interruption to any learning sessions. When convenient the IQA will review the assessment plan with the assessor and both parties should initial their agreement on the plan.

The IQA may at this point ask to see the course register to verify its completion, as required by the centre and to also make available learner information needed to complete their reports.

During the sampling activity, specifically during observation of training/assessment, the IQA should ensure they place themselves in a suitable position, where the observation activity can be monitored and avoiding disturbance that may cause unnecessary anxiety for a candidate undertaking assessment.

### **Collecting Evidence**

During the sampling activity the IQA may observe the delivery of subject content and formative assessment and record how each learning outcome for the unit is covered using the 'IQA Observation Form'.

During the summative assessment the IQA will observe learners demonstrating skills or completing test papers and will make notes of how assessments were conducted including the outcomes.

Observations/feedback will be referenced against the assessment guidelines outlined in the QNUK qualification delivery manuals. Paperwork completed by the candidate and assessors will be reviewed by the IQA and initialised in red ink.

The IQA will record the evidence collected on the 'IQA Sampling Plan' form. Feedback and development points identified are recording on the 'IQA Report Form'.

### **IQA Evidence Collection – Tool Box**

In addition to the standard forms described above, our IQA's have a 'tool box' of resources which can be used to substantiate the outcome of their report. For example, if our IQA has not been able to directly witness or evidence an outcome achieved, it may be appropriate to interview a learner(s) or to ask further questions of an assessor. This can be particularly useful if there are discrepancies in observed practice and feedback from the assessor or learners.

### **Learner Evaluation Forms**

Learner evaluation forms can be used when a sampling activity is taking place after an assessment has been conducted. This may be necessary due to IQA/Assessor unavailability, or due to delays in arrival or a change to the expected course delivery/assessment schedule. They can be used at other times and are best suited for these occasions.

### **Learner Interviews**

Learner interviews can be used to support observed practise using the 'Learner Interview Checklist' or for longer interviews, where assessment has not been observed, using the 'Learner Interview Sheet'. When conducting interviews, the IQA's ensure the activity does not cause unnecessary disruption to the class and does not detain a learner from participating in course delivery.

### **Assessor Question Sheet**

This can be used to evaluate underpinning knowledge of an assessor on the assessment criteria such as reasonable adjustment and marking schedules.

### **Completing the Activity**

#### **Assessor Feedback**

At the end of the sampling activity the IQA will provide the assessor with an opportunity to reflect on their performance and to identify any development points or concerns. The IQA will liaise with the assessor at an appropriate time and place to conduct the feedback/review session. Where possible, this should be complete at the time of the visit. On rare occasions, the assessor may be requested to submit a written reflection; however, this must be clearly detailed in the IQA report and action plan. Feedback should relate to the learning outcomes and assessment criteria only.

### **Reports**

Upon completion of the verification activity, the IQA will submit their reports to the Head of centre at the earliest opportunity possible. Reports should be sent electronically.

If any urgent issues have been identified during the activity, the IQA will report to the Head of centre immediately.

## Standardisation

Standardisation ensures the validity and reliability of the IQA process. IQA team members are required to attend regular meetings to review best practise, raise ideas/concerns and to receive updates on process/policy/training etc.

Standardisation events are also organised by QNUK. Attendance of these meetings/events contributes to individual Continuous Professional Development (CPD) portfolios. CPD is an important part of the quality assurance process and IQAs maintain a record of their CPD activities.

A key component of a CPD record is reflective statements.

This policy was approved by: Harry Pandia – 17<sup>th</sup> September 2018

Review Due (24 months from approval).