



## ASC Internal Quality Assurance Process for BTEC Programmes

Anglo Skills College (ASC) has established an effective and robust Internal quality assurance system for BTEC and other academic courses to ensure all teaching and assessment practices, internal verification process and students progression are regularly monitored and reviewed regularly and evaluated to ensure the course delivery, assessment and students achievement process is in place.

ASC has developed the internal quality assurance mechanism to maintain the key standards of college in all areas, teaching and learning; student's assessment and course delivery and progression etc. All policies and procedures are reviewed annually to check key aspects of the quality of teaching and learning at the College and established a regular reviewed process through standardisation and quality meeting on monthly basis.

### **1-ASC Verifying learning, teaching and assessment and students attainments**

As an Educational and training provider, Anglo Skill College aims to develop a full Educational Quality Assurance Plan, which includes all internal quality assurance procedures with regards to teaching learning and assessment followed by the continues professional development process with the college staff and administrators to achieve the targets and maintain the quality standards at the college. All action plans have been designed and developed at the start of the BTEC Courses. We have clearly established the timelines for learners enable them to achieve the Los and marking criteria's. The delivery plan is part of our transparent and fair mechanism of the course delivery according to the Edexcel guidelines. This would be fully reviewed initially to check the quality and competencies of assessor work and students understanding right at the start of course delivery until to end of the course.

ASC is also has an annual plan to review its all policies and procedure to maintain the quality assurance of teaching and learning, making sure the teaching and learning process should be smooth and robust. We have established the regular monitoring and observation system for Tutors and Assessors to make sure that the course run smoothly from the start to the end and tutors have been given the detailed feedback and provided training where it needs. We established the schedule to observe and monitor the classroom teaching in two weeks' time. This would allow us to interact with the students directly to get the students feedback well in time. This practice would also enable us to identify the weaknesses in learning and teaching at the initial stage. Then followed by CPD training. The senior staff members and IQA could identify the gaps and remove these gaps through training and mentoring process being followed with monthly meetings, professional discussion or by review of the quality of assessment records.

ASC has developed a full mechanism of teaching, assessment and student feedback. The tutors and assessors are aware that they have to produce the scheme of work with lesson plan and this would be assessed and verified from the College IV, before starting course delivery. At the start of each course, students are provided full course induction, information about the assignments briefs, assessment criteria, tasks and learning outcomes. Which is linked with the monitoring process of teaching and learning. In this process to ensure that the lesson plan, lesson activities are delivered according to scheme of work. By completing each unit assignments and tasks to ensure that each and every student on the course has been provided formative feedback by the assessors. If necessary, provided full guidance and support to the students at this stage then follow up with final comments. At this stage the assessor is also supervised by the IV to insure that teaching, learning and assessment are performed accurately. The assessor are also provided



supervisory support to maintain the quality of course delivery and summative feedback to complete the final assessment and verification process.

All internal verification process is taken place through conducting standardisation meeting, discuss sampling process and tracking procedure and assessment decision with the members of assessment board and record all meeting minutes. Making sure all internal verification documents, marked and assessed worked and all records should be placed in the secure and locked place.

## Interim Sampling

ASC has established internal verification procedure and reviewed assessment schedule to ensure that learners have fairly assessed followed by the guidelines of Edexcel assessment criteria and make sure the assessor decision is valid and accurate according to the assessment standards. To check the validity and accuracy of the assessor work, IV has established the sampling plan along with the course delivery to keep the assessment procedure up-to-date and accurate

We have also review the assessment of activities (which may not be repeated), such as a performance, a group discussion, a practical task, presentation, question and answers, case studies etc.

In the quality assurance meeting we have chosen the date with assessors for review the effectiveness of assessment planning and also identify any training needs of Assessors and to Identify good practice.

In the middle of the term, review assignments and coursework with one or two completed units and choose it for lead internal verifier for comprehensive feedback and quality improvement.

## Summative Sampling:

This is most important stage of assessment, where our team would involve reviewing the quality of the assessment decision at this stage made by the Assessors. To link this stage, to the formative feedback of the assessor previously given to the students would give the clear judgment of student's assessment and ensure that the assessor provided comprehensive feedback to the learner in the formative feedback. At this stage finally ensure our internal quality assurer is checking the fairness of assessors work and evidence provided are valid, authentic and reliable. If any unfair and weakness in terms of competencies of the assessors work during marking and grading is reported should be addressed seriously and promptly.

## Sampling Strategy

Anglo Skills College have successfully completed its two cohort of running our BTEC degree level course. As the part of the internal quality assurance, it is also important to ensure that all sampling methods and processes are authentic and reliable. It is our policy that the sampling method is adopted at 100 % at this stage, which includes all BTEC candidates' of each cohort and units with credit values and all assessment methods used. During verifying, if any problematic unit arise would be address seriously and could be resolved reasonably.

We have also established the process of sampling assessments would include reviewing the quality of Assessors' judgements at the interim stage (during the delivery of the unit) and the summative stage (at the end of delivery of the unit). We have sampled for all the assessors work for first 12 months until the full qualification of the students is achieved.



## 2. Developing and Supporting Assessors

Our IQA, team is fully involved into the recruitment process of the staff. It is my responsibility to ensure that new Assessors receive an appropriate level of induction and to alert the appropriate senior member of staff to the development needs, including professional and vocational updating, of the Assessors.

All points and issues are discussed and approved in the scheduled minute meeting to insure all relevant issues with regards to assessor competencies and training and implementing are dealt regularly and Assessors are advised and provided with full assistance to maintain the students folders and keep up to date records for continued development processes and advise them immediately, if there is need for help and guidance. Evaluations are held at the end of each course and these produced good relevant comments and covered all areas of learning, which give us further development and improvement of the college.

## 3. Maintaining and Reviewing the actions and recommendation against quality and regularity visits

Anglo Skills College have been visited regularly from its associated partners and awarding bodies and regulatory authorities like ISI. For BTEC courses, we have annual AMR visit from Edexcel awarding bodies followed SV visit. Each year, we received AMR report, which included actions and recommendation. ASC quality assurance team have internal quality procedure to set the time frame to maintain and review all action points and recommendation. All the actions and recommendations are first discussed in the full minute meetings and refers to the relevant departments to resolve the issues accordingly. To resolve the issues, the quality assurance team setup the time frame to complete it within that time period.

Similarly this procedure is adopted for the annual monitoring visits from International Schools Inspectorate (ISI) to check the standards as an educational providers.

## 4. Managing the Quality of Courses Delivery

Anglo Skills College is established robust system of quality assurance to manage the quality of delivery of the course in terms of teaching and assessment and internal verification process. Our internal quality assurance (IQA and principal and Academic manager) team liaise with internal verifiers and all tutors and assessors, ensuring that, teaching, assessment and internal verification procedure is taken place correctly, according to guidelines and learners work is tracked within the time line and schedule. At the start of the course, we arrange meeting with an agenda of all points related to the courses delivery. The assessment process is discussed with tutors, assessors and internal verifiers, which is chaired by IQA (the principal). All tutors and assessors are guided and provided with the correct paperwork used for assessment and internal verification procedures. The staff members are clearly informed and guided, what are their responsibilities and duties during the courses delivery.

We have also established a robust system of internal verification, which addresses competencies of assessment, safety consideration, materials used and infrequent occurrences to ensure that all these issues are discussed in the minute meeting with tutors and assessment team on a monthly basis and if any complaint from students should be dealt seriously and resolved any issues promptly. Furthermore, College has a tracking form for each course delivery and an internal verification summary sheet which are valuable aids to verification, as is the sampling strategy.

During internal Verification process, we ensure that all the Assessors have been briefed properly and assessors should keep the copies of assessment record and making sure that all marked and assessed work



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is signed and dated and is submitted on a central tracking sheet which indicates the learners progression. This single tracking sheet is maintained by the course tutor/ assessor and is made available on the colleges VLE system which gives easy access to all the programme delivery team.

The staff is properly informed about the importance of secure assessment and paperwork records and its maintenance. All the marked and assessed work is stored in a secure cabinet in the principal's office, which is double locked and principal is responsible for the confidentiality and security of all type of assessed paperwork.

It has already been established that all relevant staff including, assessors and tutors and admin staff are informed and trained accordingly about the importance of recording keeping (IV records assignment briefs, student marked work), which is not accessible to the irrelevant persons.

Final copies of the marked work of all learners must be retained for three years according to the term and conditions for Pearson of approval and are kept secured for future references. All this procedure and internal quality assurance is maintained and closely monitored by the principal and IQA, who is also quality nominees of awarding bodies and is responsible to build the strong communicating link between the team and external verifier and awarding bodies to maintain the quality of the college. After learners have received certification from Pearson, their work must be stored in the colleges secure premises for a minimum of 12 weeks.

## 5. Role and operation of Assessment Boards

The college's assessment board consists of three members, (the IQA, Academic manager and independent nominee). Once the course is completed then Principal called the meeting of board to give the final approval of the completion of each cohort of the course. The assessment board reviewed the assessment and internal verification process and students attainments and finally approved the assessed worked for final certification and achievement of each cohort and advised for any future guideline for further improvement, if required.

The purpose of the assessment board is for assessors to confirm candidates' individual results for each unit and to have sight of the results of the candidates' other modules which contribute to an either interim or overall award or qualification. The Assessment Board will therefore also determine the overall outcome for each individual candidate. Such outcomes may include withdrawal from the programme, progression to the next stage of the programme, a notification of performance, a fall-back award, a full award or no award or perhaps some combination of these.

There should be a record of the outcomes of the board showing the date, time, place and participants together with a table or transcript giving both the overall outcome and a detailed breakdown of module or unit grades for each candidate enrolled to the programme. For most further educations programmes which have involved internal assessment the results are usually uploaded to the awarding body using the Edexcel Online system.