



**“Enabling Students to Accomplish their Academic Goal”**

**Internal Quality Assurance Sampling Plan & Record Policy  
& Procedure**

**Address:** Sanctuary House, 9 Lymington Avenue, N22 6EA

**Email:** [info@bellmontcollege.co.uk](mailto:info@bellmontcollege.co.uk)

**Tel:** + 44 (0) 203 840 9294 + 44 (0) 203 929 7665

**Website:** [www.bellmontcollege.co.uk](http://www.bellmontcollege.co.uk)

**February 2024**

## **Contents:**

|   |    |
|---|----|
| <b>1 Scope</b>  | 3  |
| <b>2 Definition</b>   | 3  |
| <b>3 The Four Principal Objectives of IQA</b>                                       | 4  |
| <b>4 The Process and Procedure:</b>   | 4  |
| 4.1 Internal Verification   | 4  |
| 4.2 The Method  | 5  |
| 4.3 Internal Verification of Assessment (All qualifications/ Awarding Organisation) | 6  |
| 4.4 Maintaining Records of Assessment and Internal Verification                     | 7  |
| <b>5 Standardisation</b>  | 7  |
| <b>6 Observation and Feedback</b>   | 8  |
| <b>7 Maintaining Data and Records</b>   | 9  |
| <b>8 External Quality Assurance</b>   | 10 |
| 8.1 The EQA Process for ATHE  | 11 |
| 8.2 ATHE Required Documents for EQA   | 11 |

## 1 Scope

The expectation of Internal Verification is to guarantee that the fundamentals of assessment at Belmont College are met and that there is accuracy, reliability, consistency, sufficiency and authenticity.

Audits of the Internal Verification process will be performed as part of the Quality Enhancement team's inspection schedule. Any aspects for enhancement will be focused on and an action plan designed and assigned to the significant Curriculum Manager, Internal Verifier and Assessor.

## 2 Definition

Internal Quality Assurance (IQA) is the process of in-house Moderation by the college's Internal Moderators (IM's).

This verification process uses a range of Quality Assurance methods which are specifically designed with the use significant assessment tools, that will enable providing substantial feedback to the Assessors as well as ensure that the assessment of student work and subsequent feedback to students is fair, equal for all and appropriate.

This process is meant to ensure that:

- Suitability of assessments/tasks are used for each specific qualification/module.
- The evaluation instruments have the ability of producing adequate verification and which permit the students to display that they have met the mandatory and required standard.
- Every staff member is acquainted with the Awarding Organisation standards and regulations of ATHE or any other Awarding Organisation.
- To ensure that all staff comply with the procedures of a robust audit trail by entering all necessary information into the documentation including all dates, signatures and other information.
- To monitor the quality and consistency of Tutors/ Module Leaders and all Delivery Staff assessment judgement to ensure that they attain exact, accurate and stable judgements regarding the same qualification.
- That all the college students are knowledgeable of and in line with the specifications and requirements of the Awarding Organisation ATHE or any other Awarding Organisation, if studying under a different one.
- Indicate any issues, general and common tendencies of assessors as well as circumstances for development.
- To confirm that procedures and policies are followed and maintained appropriately by staff.

### 3 The Four Principal Objectives of IQA

|                        |   |
|------------------------|---|
| <b>Sampling</b>        | Analysing learner corroboration and assessor verdicts and evaluation  |
| <b>Standardisation</b> | Confirming that all assessors delivering and marking student work, are conforming to an equal and set standard                          |
| <b>Observation</b>     | Observing assessor practice makes certain that the teaching and assessment of a qualification is conducted correctly and up to standard |
| <b>Feedback</b>        | Provision of feedback and direction to the assessors regarding their judgments of assessment  |

### 4 The Process and Procedure

#### 4.1 Internal Verification

The Internal Verification process at Belmont College includes random samples from all delivery staff across the full range of units as well as various forms of assessment.

The number of samples for this process is dependent on sample size however, at initial stages of the programmes, 75% will be internally verified, with the sample size decreasing accordingly.

For this process the moderators are expected to see a range of grades to help determine whether the current sample is appropriate or if others need to be picked, to allow for a sample of all grades.

For the purpose of the exercise of creating a sampling plan, the practice that will be followed is the CAMERA Principles:

|          |                               |   |
|----------|-------------------------------|---|
| <b>C</b> | <b>Candidates or Learners</b> | Sampling must cover ethnicity, gender, employed full or part time and special arrangements, all referrals.  |
| <b>A</b> | <b>Assessors</b>              | All assessors taking into account a higher risk of new assessors or feedback from External Quality Assurer (EQA) reports, across all assessment sites, occupational and qualification, experience.                                  |
| <b>M</b> | <b>Methods of Assessment</b>  | Sampling will cover assignment, questioning, observation and product evidence or evidence of Recognition of Prior Learning (RPL).   |
| <b>E</b> | <b>Evidence Types</b>         | Sampling will ensure that evidence is valid, authentic, current, sufficient, plus a focus on any special requirements and identified problem units. It also ensures that it meets qualification requirements and unit requirements. |
| <b>R</b> | <b>Records</b>                | All documents relating to assessments and assessor feedback to learners.  |
| <b>A</b> | <b>Assessment Locations</b>   | Across different assessment locations, main centre location and satellite centres   |

Interim sampling will be built into the plan and will occur at both the early and middle stages of the assessment process. This enables Belmont College to confirm formative assessment and detect consistency or issues at an early stage for corrective action.

Summative sampling will occur at the end of the qualification assessment.

#### 4.2 The Method:

Selection of the sample/s will be recorded and clearly accessible.

The verification plan will make certain that each student's work is sampled at least once over the qualification and based on Awarding Organisation requirements.

The Internal Verification Sampling Plans are required to be in place within 6 weeks of the start of the programmes.

Assessment and Verification of the sample/s should be completed within the set timeframe. The verification procedure must ensure that assessors deliver feedback to their students within 3 weeks of the hand-in date.

Throughout the procedure, all regulations should be ensued, detailed and recorded accordingly, in terms of late submission of work, re-submissions, referrals, student requests for Extensions to Deadlines, Extenuating or Mitigating Circumstances etc.

Feedback will be designed according to the Awarding Organisation regulations and is intended to acknowledge students achievement as well as administer specific, subject related guidance on how improvements and progress can be achieved in future work.

Feedback given will also be specific to the individual needs (in a format accessible to the student) and will be precisely associated to evidence and the relevant assessment criteria.

The feedback will summarise overall performance and will:

- Indicate or provide a grade level where appropriate as well as an indication of progression in subject knowledge.
- Include verification of the assessment decision(s) taken by the assessor.
- Include supportive, constructive, developmental feedback to the assessor.
- Give examples of good assessment practice.

Feedback should have specific (SMART) action points and targets to be completed within an expected period of time.

|          |            |  |
|----------|------------|--|
| <b>S</b> | Specific   | Objective clearly states, so anyone reading it can understand, what will be done and who will do it.   |
| <b>M</b> | Measurable | Objective includes how the action will be measured. Measuring objectives will help determine progress or lack of it as well as helping with keeping on track and schedule. |
| <b>A</b> | Achievable | Realistic objective to ensure achievement and success.   |
| <b>R</b> | Relevant   | A relevant objective making it fit for purpose.  |
| <b>T</b> | Time-Bound | Every objective has a specific timeline for completion.  |

Assessment Verification will be used to record:

- Verification of the assessment decision(s) taken by the assessor.
- Supportive, constructive, developmental feedback to the assessor.
- Give examples of good assessment practice.

It is the responsibility of the Internal Verifiers to organise the above procedures and report the outcomes to the team, Managers and the Quality Team.

The Managers and the Quality Team will then monitor for any improvement action plans.

It is the Internal Verifiers responsibility to:

- Check and weigh the effectiveness of the Assessors.
- Inform Assessors on any changes.
- Provide assistance and direction with regards to the interpretation of the unit/s and/or Qualification.
- Recognise and approve Assessor's training needs (if needed).
- Support and enable training for Assessors.

The role of the Internal Verifier/s is of paramount importance to the internal quality assurance and overall success of all qualifications. Delivery staff who deliver and make assessment decisions for candidates will be supported and be provided with feedback from their Internal Verifier.

The main areas that make up the Verification process are as follows:

- Checking and verification of assignment instructions before issuing to students.
- Organising and holding standardisation activities prior to every marking point.
- Structuring and completing Internal Verification of assessed work.
- Giving the Assessors the necessary advice, guidance and support.
- Maintaining and retaining records of internal verification appropriately.
- Observing Assessors.
- Preparing for external visits.

### **4.3 Internal Verification of Assessment (All qualifications/ Awarding Organisation**

Internal Verification will be held on an ongoing basis within the college with the Internal Verifier selecting the sample of student work.

Initially, 75% will be sampled (or as required by Awarding organisation) and this will be reduced accordingly and gradually.

Each cohort's completed work will be Internally Verified:

- Throughout the course as assessment has taken place- this generating formative feedback.
- Upon completion of the Programme- this generating summative feedback and final grades.

## 4.4 Maintaining Records of Assessment and Internal Verification

Internal Verifiers will ensure that:

- delivery staff use applicable documentation & procedures properly.
- the audit trail is robust and all dates, signatures and information is entered as obliged.
- documentation and systems are meeting both Regulatory and Awarding Organisation/s directives.
- the records are stored securely, safely and cautiously for the times indicated by the Awarding Organisation/s.
- data records are accessible for External Audits and verification.

The following image is the Belmont College Internal Quality Assurance Sampling Plan that will be used for accurate record keeping:

### Bellmont College Internal Quality Assurance Sampling Plan

|  |  |                                 |  |
|--|--|---------------------------------|--|
| <b>Full Qualification Title with Level</b> |  |                                 |  |
| <b>Number of Learners</b>                  |  |                                 |  |
| <b>Course Start Date from-to End Date:</b> |  | <b>Internal Verifier's Name</b> |  |
| <b>Unit Titles:</b>                        | Unit 1:<br>Unit 2:<br>Unit 3:<br>Unit 4: |                                 |  |

| Assessor's Name                    | Learner ID | Unit 1 | Unit 2 | Unit 3 | Unit 4 | IQA Report Notes | Date any Actions completed | IQA Signature |
|------------------------------------|------------|--------|--------|--------|--------|------------------|----------------------------|---------------|
|                                    |            |        |        |        |        |                  |                            |               |
|                                    |            |        |        |        |        |                  |                            |               |
|                                    |            |        |        |        |        |                  |                            |               |
|                                    |            |        |        |        |        |                  |                            |               |
| <b>Final IQA Sign-off and date</b> |            |        |        |        |        |                  |                            |               |

## 5 Standardisation

Standardisation certifies that there is a united and communicated understanding of the marking criteria within the Marking Team, and that the awarding of grades are transparent and in line with the module level's learning outcomes and according to the expectancies of the relevant Awarding Organisation.

This ensures that the students are marked equally and fairly against the assessment criteria set out by the learning outcomes of each module and to ensure the integrity of the qualifications.

At Belmont College Standardisation activities for the Marking Team will happen 2-3 weeks before every marking period to ensure that all Assessors are assessing to the same standards.

Assessment samples will be given out to all the Marking Team to mark, prior to the activity, so that marking can be compared and discussed as a team so as to reach an accepted standard.

Further examples of standardisation activities may include:

- Assessment levels and command verbs.
- Designing assessment materials.
- Anonymous marking.
- Second marking.
- Use of alternative assessments Interpretation of Policies and Procedures.
- Discussing qualification/programme requirements.

## **6 Observation and Feedback**

The main reason for undertaking observations of Assessors is to ensure that high, transparent and equal standards of marking are maintained within the college and that marking is in accordance with the criteria outlined by the Regulatory Bodies and specific Awarding Bodies.

Undertaking such observations is an effective approach to determining the standard and quality of delivery, teaching, learning and assessment provided at the college. Furthermore, observations are also a good way to assess the skills, competencies and attitudes of the Assessors or teachers.

This activity also helps to recognise areas of good practice and areas which may need development or progression. CPD and training activities can also be implemented from the outcomes of observations.

Observations will be undertaken following the set of criteria or standards of the specific and relevant Awarding Organisation so as to identify exactly what Assessors should be judged on during the observation.

Observation at Belmont College will be conducted professionally and will also be an encouraging and supportive activity to ensure improvements going forward.

If issue/s is/are identified, the observer will offer examples, support and guidance of how the Assessor may improve.

Feedback given to the Assessors will be:

- Constructive.
- Evidence based.
- Identify areas of good assessment practice.
- Identify areas for training and developmental needs.



## 7 Maintaining Data and Records

The responsibility of organising and maintaining records will be the duty of the Lead Internal Verifier.

The Lead Internal Verifier will work with both the Assessors and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme ensuring that it is fit for purpose and meets regulatory and/or Awarding Body requirements prior to signing it off.

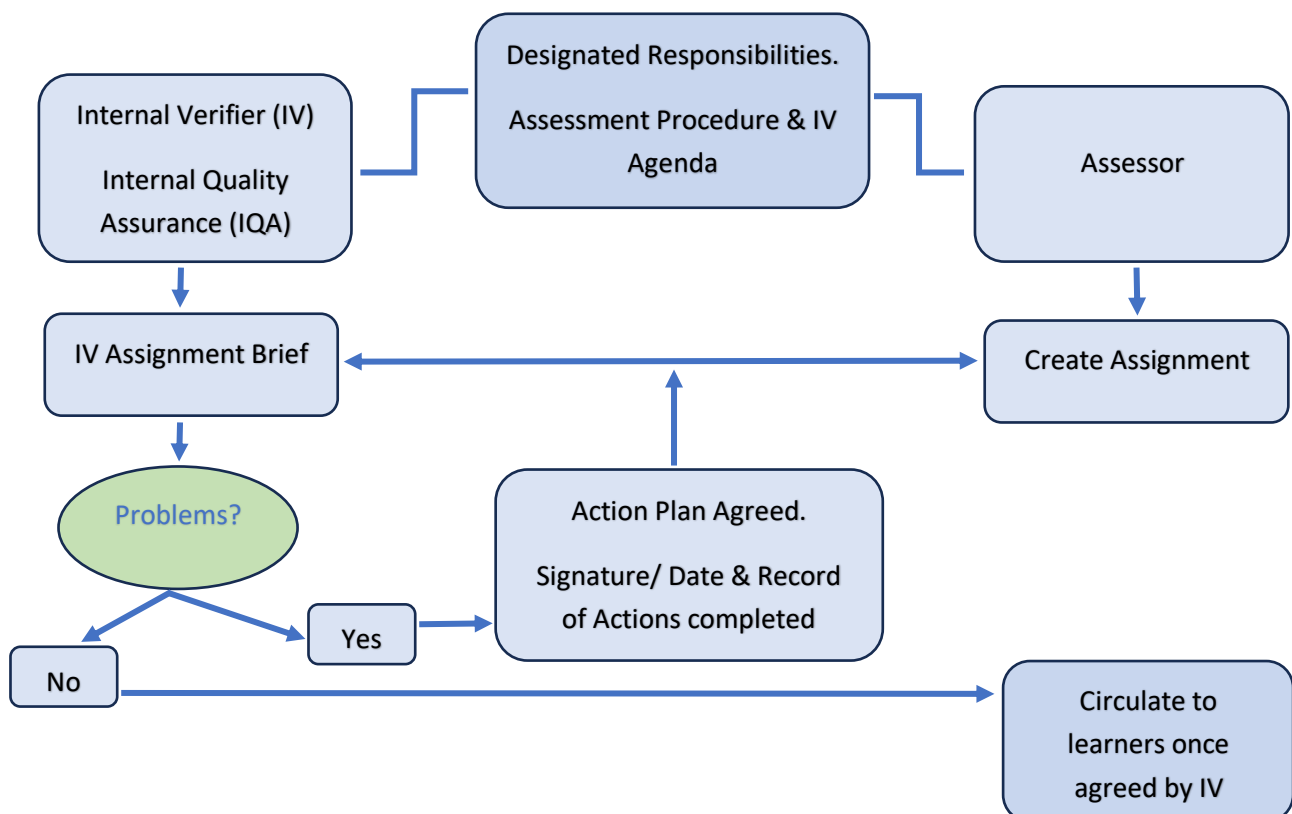
All Internal Verification documentation and records of the authorisation of and re-submissions/ re-takes will be maintained, stored securely and in accordance to the regulatory timescales and requirements.

Documentation that will be maintained are as follows:

- IQA Sampling Plan.
- Record of Sampling.
- Records of feedback to Assessor.
- Signing off Completed Actions.
- Feedback to Assessor.
- Observation of Practice.
- Record of Standardisation Activities and Decisions.

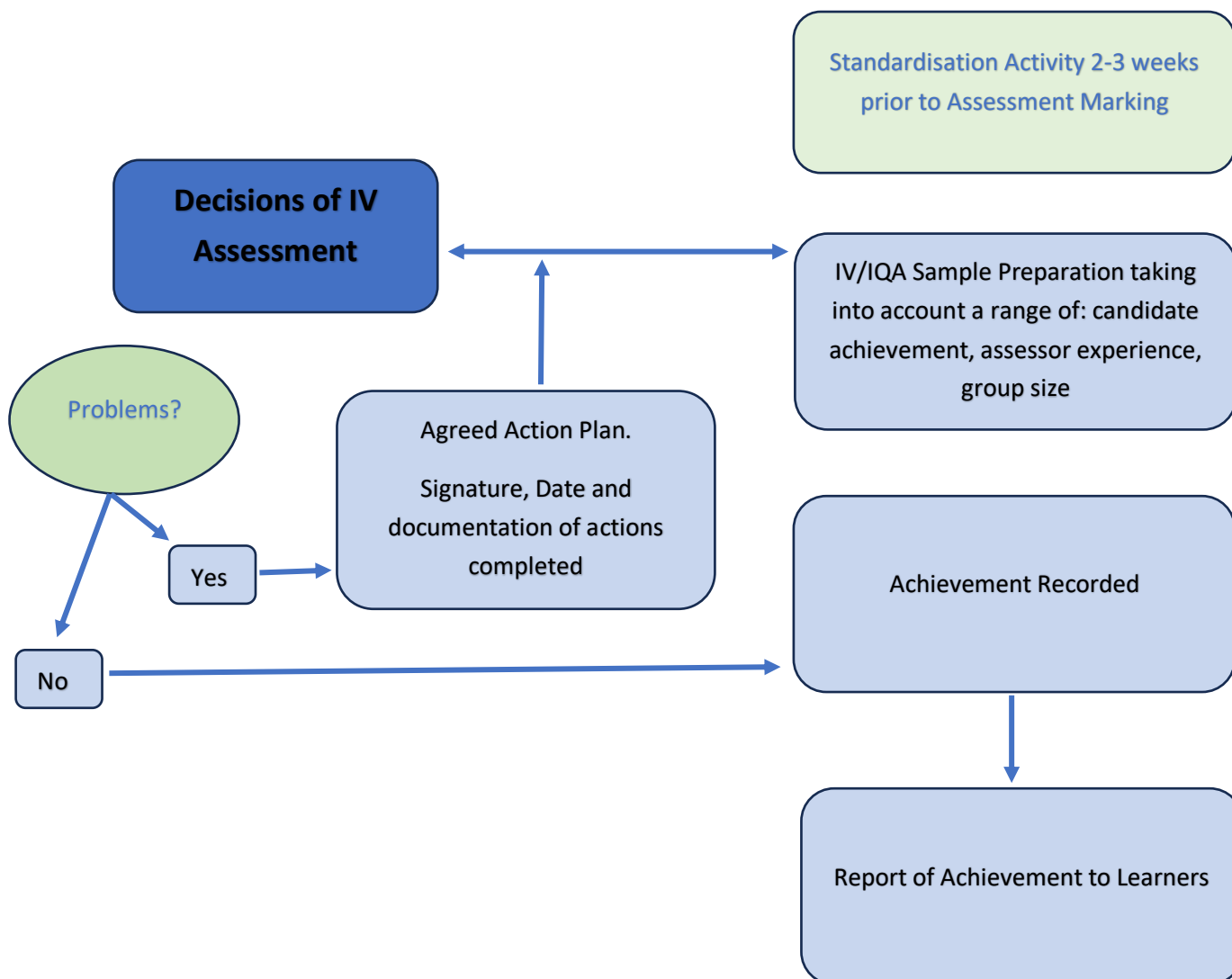
By maintaining accurate Record Keeping and Data Management the College will allow for a smoother process with regards to External Quality Assurance alongside maintaining the relevant standards.

### Internal Verification Schedule Planner



## Internal Verification Process

Bellmont College will retain Internal Verification and IQA documentation for 12 years post certification.



## 8 External Quality Assurance

Bellmont College will be subject to External Quality of Assurance by the specific Awarding Bodies.

It is the duty of the College to ensure that organisation planning, documentation and records are maintained accurately and efficiently so as to be provided to the EQA.

The EQA's functions are to:

- Monitor and evaluate the performance of the approved college.
- Promote continuous improvement in the assessment process.
- Ensure that assessment and internal quality assurance activities have been conducted in a consistent, safe and fair manner.

External Quality Assurers will review the processes of assessment and internal quality assurance within Belmont College to ensure that standards and quality are being met according to the requirements.

Each Awarding Body has its own EQA Process.

### **8.1 The EQA Process for ATHE**

- College will submit results to ATHE via the Portal.
- EQA requested by the ATHE Office.
- EQA plans sample.
- EQA requests sample from Belmont College.
- EQA sample activity.
- Report Completed and Internally Quality Assured.
- Concluding report will be sent back to the College.

Belmont College is responsible for:

- Ensuring that candidate work is checked for plagiarism.
- Ensuring that candidate work is assessed and internally quality assured.
- Assessor and IQA Records are completed fully.
- Submitting results to the ATHE via the portal within the specific timeframe.
- Preparing the sample requested by the EQA.
- Providing the sample to the EQA.

### **8.2 ATHE Required Documents for EQA**

- Learner work as requested.
- Assessor decision records (front sheet).
- IQA Sampling Plan.
- IQA sampling record and feedback.
- Plagiarism Report.
- Evidence of standardisation activities and meetings.
- Evidence of completion of previous action points.

Following the completion of the EQA, the College will receive the EQA Report which will contain comments on:

- The standard and quality of learner work.
- Assessment Practice.
- IQA

And will identify:

- Feedback on the units sampled.
- Whether previous action points have been met and completed.
- Action points to work on.
- Development points.
- Good practice.

The College will then receive a Certification of Judgement from ATHE and the Outcome of the EQA being identified as follows:

- Green- Accurate and Robust Assessment.
- Amber- Some invalid assessment decisions.
- Weak Amber- Issues with assessment and IQA.
- Red- Certification not possible- serious issues.

| <b>Bellmont College IQA Sampling Plan &amp; Record Policy and Procedure</b> |               |                  |                                   |                    |                    |
|---|---------------|------------------|-----------------------------------|--------------------|--------------------|
| <b>Version</b>  | <b>Date</b>   | <b>Author(s)</b> | <b>Amendments</b>                 | <b>Approved by</b> | <b>Next review</b> |
| 1   | June 2023     | EWW              | New Document                      | Advisory Board     | October 2024       |
| 2   | February 2024 | EWW              | Revised no update or changes made | Advisory Board     | October 2024       |

| <b>Document Context</b>  |                     |
|--|---------------------|
| This document relates to:  |                     |
| <b>Document/Policy</b>   | <b>Date/version</b> |
| Bellmont College Quality Assurance Handbook                          | February 2024 v2    |
| Bellmont College Student Handbook                                    | February 2024 v2    |
| Bellmont College Academic Integrity and Misconduct Policy            | February 2024 v2    |
| Bellmont College Internal Verification Policy                        | February 2024 v2    |
| Bellmont College Complaint Policy and Procedure                      | February 2024 v2    |
| Bellmont College Academic Appeal Policy                              | February 2024 v3    |
| ATHE Guidance on an Effective Approach to IQA                        | 2023                |
| QAA Quality Code Chapter B9: Academic appeals and student complaints | 2019                |