

Quality Assurance procedure for Apprenticeship standard qualifications

This document sets out the requirements for the delivery of Apprenticeship standard qualifications in a manner which will ensure consistency, reliability, transparency and validity of the assessment and internal quality assurance processes. The aim of the policy is to ensure equality of opportunity for all learners.

Quality Management

The Apprenticeship Manager will support the quality process and review the procedure annually. The Programme Manager will ensure that procedures are reviewed as part of the annual self- assessment process.

Support for Learners

Each learner will be given

- information and advice before enrolment
- an overview of health and safety related to the subject
- an induction for their qualification
- the names of their Tutor/Mentor and contact details
- an initial assessment which will include the opportunity for recognition of prior learning
- an individual learning plan with an estimated completion date
- regular progress reviews (tripartite every 10-12 weeks)
- formative and summative assessment
- constructive written/verbal feedback throughout their apprenticeship timely
- appropriate support to enable all to access assessment
- copies of the organisation's relevant policies and procedures
- an agreement to be signed by the learner outlining the learner's role

Programme Management

Annual standardisation meetings will be held between the Programme Manager and any other parties involved in delivery, This will ensure:

1. An appropriate range of assessment methods is planned and understood, and sufficient time given to assessment
2. Assessment decisions are recorded
3. Formative and summative assessment and written/verbal feedback is given.
4. Any queries are documented and resolved.
5. Strengths and areas for development will be identified and action planned as necessary (documented on the QIP)
6. The development of a common interpretation of the national occupational specifications between Tutors (where appropriate)
7. EPA feedback and analysis to be discussed
8. Learner and Employer feedback to be discussed and actions taken if required

Staff – Assessment

The Tutor/Mentor will

- Ensure that learners are fully briefed on the structure of the qualification, assessment methods and procedures
- Ensure learners understand their role and the roles of the Tutor, IQA and EPA.
- Provide learners with all required documentation including the Appeals Procedure, Malpractice Policy
- Ensure that the appropriate action is taken to ensure that learners are registered with the appropriate EPAO for the correct qualification
- Ensure that learners are registered in a timely fashion in accordance with awarding organisation/EPAO/ESFA requirements
- Involve learners in the assessment planning process and agreement of assessment occasions and activities where appropriate
- Provide constructive feedback – both oral and written - to learners on assessment
- Record the progress reviews timely
- Discuss targets and areas for development on an individual basis
- Adhere to the awarding organisation’s assessment specification in the judgement of evidence towards an award
- Record outcomes of assessment using appropriate documentation.
- Liaise with the employer to specify their contribution to the assessment process where appropriate

The delivery and assessment of the qualifications will be undertaken by occupationally knowledgeable and competent staff. Staff will hold an appropriate subject qualification/ and or sufficient subject knowledge

Staff – Programme Manager

The Programme Manager will advise Tutors/Mentors on the application of standards. This will include level, sufficiency, authenticity, validity of evidence, consistency and reliability of assessment approach and the appropriateness of feedback to learners.

They will be responsible for:

- Monitoring the quality of assessment to ensure that all learners are assessed fairly
- Establishing procedures to develop a common interpretation of national occupational standards
- Observing annually through ‘Peer Observation’ to support the work of Tutors including providing them with written feedback as appropriate.
- Facilitating appropriate staff development and training for Tutors/Mentors
- Liaising with the EPAO
- Interviewing learners as appropriate regarding the assessment process and the quality of provision.

The Internal Quality Assurance of the qualification will be undertaken by occupationally competent staff. Staff will hold an appropriate qualification or subject competence. All staff will have a thorough knowledge of the sector and its settings,

legislative and regulatory requirements, codes of practice and guidance within the home country.

The Programme Manager will maintain the following:

- Records of all Tutors and Mentors
- Standardisation meeting minutes
- Records of assessment queries, complaints and appeals
- Records of verbal and written feedback from learners

As appropriate, the Programme Manager will be the main point of contact for the Apprenticeship standard.

Staff Development

Programme Managers will be responsible for ensuring that staff achieve the necessary qualifications to fulfil their role in delivery and assessment of qualifications. The staff development will be monitored to ensure achievement within the time scale. Regular updating of skills and competence will take place. All staff will have a professional development record to identify training needs. These will include updating vocational competency, knowledge of the latest developments in the sector, safeguarding, PREVENT and Equal Opportunities.

Records

Records must be stored in a safe and secure place with access for authorised personnel only. Records storage must comply with ESFA/ ESF requirements; currently all records must be stored for 7 years.

Feedback will be sought from learners and employers in relation to the learning programme. This will be evaluated regularly and comments fed back to the team.

Resources

Resources are monitored regularly to ensure they are up-to-date, high quality and able to support the delivery at the appropriate level. Visits to the workplace (where appropriate) will include a review of the resources and support available to the candidate by the line manager.

Recognition of Prior Learning (RPL)

RPL is defined as “a method of assessment that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning (Regulatory arrangements for the RQF Ofqual/08/3726)

UOB are committed to the use of RPL in order to avoid learners having to repeat learning unnecessarily and meet ESFA funding guidelines.

The role of the Tutor is as follows:

- At initial assessment and in an appropriate way such as through professional discussion and scrutiny of any evidence provided by the learner, to consider

the experience, learning, competence a learner has in order to identify if there are any areas of prior learning that can contribute to the qualification that the learner is due to undertake. All learners undergo an interview before acceptance to the course.

The role of the learner:

- To provide evidence of any learning or work experience (gained either formally or informally) so that it can be assessed against the criteria specified in the unit or units that the learner is due to undertake

If RPL is successful this does not mean that the learner is automatically exempt from completing the summative assessment required by the qualification to be undertaken. A learner will still be required to generate evidence to meet End Point Assessment requirements.

Possible options are as follows to be determined by the Tutor in consultation with the Programme Manager:

- It may involve changing the learning programme for that learner so that she/he does not repeat learning unnecessarily
- It may involve completing the EPA assessment sooner than stipulated in the course programme (reduced length of delivery)
- It may be that learners do not have to complete certain assignments or activities.
- Reduction in price charged to the employer

These are the criteria when prior learning will not be recognised:

- Learning that is similar to assessment criteria but which has been met at a level lower than the current programme of study being undertaken by the learner
- Prior learning that is more than three (3) years old
- Prior learning that has not been accredited
- At Interview the learner was unable to demonstrate the required level of understanding through questioning

Approximately 5/4 months before the learner end date a mock EPA visit will be conducted

