

Training, Assessment and Quality Assurance Policy

Aims

Showcase Training aims to ensure that every learner that they work with enjoys a safe, enjoyable quality learning experience during their programme and achieves their full potential, be that a full apprenticeship framework, unit accreditation or new learning.

To support a positive learner experience, it is vital that the company is able to offer accredited qualifications that both learners and employers can trust. Learners and employers need to be assured that the recognition of individuals' skills and knowledge can be regarded as valid, authentic, current and are based on reliable and sufficient evidence of competence: the company's training and assessment and Quality assurance policy details how Showcase Training provides such assurance.

Rationale

The company's primary goal is to provide employers and learners with training that meets their needs. An outcome of successful training and development interventions can be the awarding of accredited qualifications. To be in a position to award such qualifications, the company has to work with awarding organisations (AOs) and demonstrate that it can meet their assessment and quality assurance requirements.

To acquire approval with any awarding organisation, a prerequisite is that the company has a documented quality training, assessment and quality assurance policy. This policy is regularly reviewed and is a cornerstone of the company's activities.

Principles

Quality Assurance covers all aspects of the learning experience and the procedures should be an effective blend of development, support and compliance checks. Showcase Training wants every learner to have a meaningful and valid learning experience and this means that the qualifications standards in terms of delivery, assessment, quality assurance, invigilation and moderation must be met at all times with every learner.

Quality assurance is about developing excellence in provision and improving the delivery of all personnel involved in programme delivery. Quality assurance looks to share best practice; offer recommendations for improvement and monitor performance to ensure that staff are supported to deliver a service that is attuned to the needs of their learners and employers that they work with.

Quality assurance has to identify and act on performance that requires development and ensure that at all times that the integrity of any qualification delivery is maintained. Quality assurance activities protect the company's reputation as a consistent, reliable provider of vocational training and to this end; quality assurance will evaluate the company's performance against every aspect of the learner journey/experience.

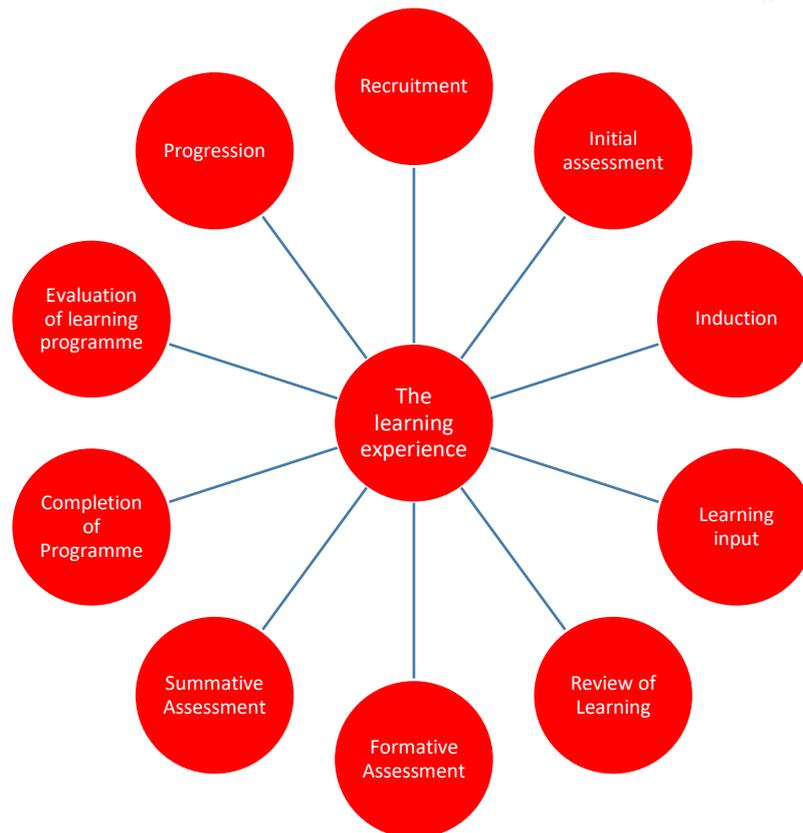


Fig 1 Learning Experience

Roles and responsibilities

This policy needs to be reviewed in conjunction with a range of other policies to include the: Health and safety policy, recruitment and selection policy, staff development policy, equality and diversity policy, safeguarding policy, observation protocols, learners appeals and disputes policy, complaints policy, suspension, administration and invigilation of tests and sanction policy and risk banding criteria.

Individuals also need to review their job descriptions which detail accountabilities and responsibilities in connection with professional conduct and the meeting of company key performance indicators (KPI's) which include the attainment of stated success rates.

Showcase Training expects all qualifications to meet the required Minimum levels of performance (MLP) for completions on all programmes and qualifications offered. The company will comply where reasonable with the recommended length of programmes, as advised by relevant external organisations and will state as appropriate minimum programme duration.

The company's director will challenge to exceed minimum levels of performance (MLP) targets, as set by the funding agencies and to measure contemporary qualification successes, Showcase Training utilises Simple Success rates (SSR) which is a simple year to date measure of all programme completers against all leavers and suspensions.

The Quality Manager is accountable for securing programme completions that meet the awarding organisation requirements and the implementation of this policy and the development and support of delivery staff in respect of training and assessment activities.

Operations are accountable for candidate allocation, programme management and performance management of delivery staff.

Delivery staff are responsible for the maintenance of their professional development and adherence to quality assurance requirements as detailed through 121's team meetings; standardisations; observation of teaching and learning and assessment feedback; sampling plan instructions and internal quality assurance reports.

Arrangements

The Quality assurance system in place for qualification registration, delivery, assessment, testing and quality assurance includes the following;

- A robust, accessible and fair recruitment and selection process, that adheres to the principles of safer recruitment. (See staff recruitment policy)
- An appropriate induction programme, that provides members of staff with information and guidance to support them in meeting the essential requirements of their given job roles.
- In order to remain compliant it is important that we are adhering to the individual Awarding Organisations policy/procedure in regard to registering learners.
- A risk banding system for trainers/assessors and IQA's to identify individuals levels of competence and developmental requirements. The risk – banding systems should also indicate levels of monitoring required, identify at risk staff and /or learners and work in conjunction with operational and compliance procedures.
- A regular set of standardisation and development activities based on: actions raised by SV/EV (SQA) (EQA) quality assurance visits, feedback from Internal quality assurance activities, industry and legislative updates, qualification updates and learner and employer feedback, as well as compliance findings - see annex 5
- A sample plan process - see annex 5
- A system of quality assurance checking points that includes employer site visits, telephone audits, review of test results and evidence (portfolio)¹ sampling to determine the validity of qualification delivery methods and the service experience as perceived by learners and their employers - see annex 5
- Administration and invigilation of tests policy
- A regular review of all activities associated with the learning experience, to include a monitoring of all aspects of the programme from pre-selection of learners to completion of their programmes and further progression. Ensuring learning needs are met and supported and where applicable learning support planning and delivery is monitored, developed and enhanced – see annex 5
- A process of formative quality assurance and summative quality (FQA/SQA) – see annex 5
- An appeals and disputes procedure that is communicated to all interested parties
- An assessor, tutor and IQA suspension and sanction policy that links to other relevant policies and makes clear the required codes of performance and what constitutes as non- compliance.
- A process of disseminating feedback received from external quality assurance activities, compliance checks and independent quality reviews to include standardisation activities – see Annex 1
- A communication platform that provides a central point for all relevant information and updates in respect of qualification delivery.
- Set of personnel policies and procedures that cover recruitment and selection; induction; disciplinary and grievance; whistleblowing and staff training and development
- Special considerations to include quality assurance for scribes – see Annex 2
- Definition of plagiarism and cheating and processes to avoid such incidents – See plagiarism Policy & Annex 3
- Test invigilation and testing procedures policy
- Countersigning arrangements – see Annex 4

- Recognition of prior learning Policy
- Learner review and guidance policy
- Observation of teaching, learning and assessment, the company has a set training programme and undertakes dual observations, planned and unplanned observations. Observations are recorded on a specific observations record form – See Annex 6
- Learner transfer/ hand- over and identification of at risk learners and actions to take - See Annex 7 & Annex 8
- Deployment of technologies in the assessment process
- Use of remote assessment
- Dealing with loss of evidence/ paper- based portfolios
- Any conflict of interest for any staff member needs to be notes, recorded and discussed with an impartial colleague. Conflict of interests can be defined as where there is a family member if close relationship that may indicate that he assessment or quality assurance processes could be bias. If for an example you are the sister of a learner assigned to you, you would be required to declare that relationship to you Quality Assurer and it would be their decision as to what action was deemed as necessary to guarantee parity of treatment. In some cases this will mean the re-assigning of learners or sites; in other cases this may only require additional sampling. As a general rule- assessing or quality assuring family members is not ideal, and the company will re-assign Tas and or QAs accordingly. Conflict of interest can be regarded as a member of staff having a vested interest to meet targets and either undertaking or influencing assessment outcomes that are not congruent with the learners capabilities. In such circumstances, where proven this would be seen as malpractice and result in the suspension and sanction policy being invoked and disciplinary action being taken.
- Maladministration- i.e. where administrative mistakes have been made, this could not be checking the correct spelling of a learners name, and the subsequent re-ordering of a certificate. Maladministration refers to genuine mistakes and generally will not incur penalties, providing it is a one-off mistake or a system error where the AO or the company did not provide the correct information.
- Malpractice is a very serious offence and where proven will result in immediate sanctions, disciplinary action and possible dismissal and notification to the relevant awarding organisation, notifying them of the malpractice and action taken. Malpractice is the term applied to any intentional and planned act to alter an assessment or quality assurance decision by changing/removing/not recording accurately or augmenting information.

Instances of malpractice

Instances of malpractice arise for a variety of reasons:

- Some incidents are intentional and aim to give an unfair advantage in an examination or assessment
- Some incidents arise due to ignorance of the regulations, carelessness or forgetfulness in applying the regulations
- Some occur as a direct result of the force of circumstances which are beyond the control of those involved (e.g. a fire alarm sounds and the exam is disrupted).

The individuals involved in malpractice are also varied. They maybe:

- Candidates
- Teachers, lecturers, tutors, trainers, assessors or others responsible for the conduct, the administration or the quality assurance of examinations and assessments
- Assessment personnel such as examiners, assessors, moderators or internal and external verifiers
- Other third parties, e.g. parents/carers, siblings, friends of the candidate.

Irrespective of the underlying cause or the people involved, all allegations of malpractice in relation to examinations and assessment need to be investigated. This is to protect the integrity of the qualification and to be fair to the entire and all candidates.

Failure by a centre to notify, investigate and report to an awarding body allegations of suspected malpractice constitutes malpractice. Also, failure to take action as required by an awarding body, as detailed in this document, or to co-operate with an awarding body's investigation constitutes malpractice.

If as a result of a full investigation any member of staff is found to have committed an act of malpractice the company will inform the appropriate awarding organisation of the incident providing facts and information as requested.

Compliance checks in the quality assurance context

In addition to the QA processes identified above, the QA process will also include independent compliance checks. Compliance checks can include calls to learners (specifically to check on test etiquette and compliance)

Poor performance identified from such compliance checks could result in sanctions being applied and in serious cases of poor practice; staff could be suspended or removed from training / assessment/ quality assurance activities, pending an investigation. Depending on the results of the investigation, staff may be subject to disciplinary action.

Where a compliance check comes back as satisfactory no communication will be provided.

Commitment to Quality Assurance

An important part of the role as a trainer, assessor / IQA is the contribution to the centre's quality assurance process. It is fundamental to ensuring that standards of assessment are maintained and improved upon over time.

The main ways in which delivery staff contributes to quality assurance are by:

- Responding to and clearing actions identified by your IQA
- Adhering to deadlines for submission of formative and summative quality assurance activities
- Keeping calendars up to date so planned and unplanned observations can be easily facilitated
- Communicating with your Line Manager and QA about any concerns you have re a learner's progress
- Reviewing your sampling plan, to support the meeting of deadlines
- Attending training and development activities, that you have been booked onto, or have requested
- Working in a professional manner at all times with your caseload of learners and employer settings, to deliver a timely and effective training and assessment service
- Contributing to standardisation meetings
- Keeping up to date with professional practice (this means updating your CPD record on a regular basis) ensuring relevant certificates are sent to the Compliance manager

Annex 1

Taking part in meetings

Delivery staff need to play an active part in both team and standardisation meetings. The aim of such meetings is to standardise assessment and quality assurance practice among all assessors and IQA's, to

ensure that decisions are consistently applied. This means that where it has been noted that a particular practice will apply or a particular will Apply or a particular practice is unacceptable, all assessor and IQA's need to comply with the revised requirements.

Team meetings

Team meetings are about sharing best practice and identifying and solving problems within the centre or relevant qualification area. Team meetings are also suitable opportunities to discuss ideas for improved teaching and assessment activity.

Standardisation meetings

These involve looking in depth at particular units or elements within a specific scheme to identify the evidence produced by the candidates and the assessment methods used. This enables TA's and IQA's to determine:

- What evidence is expected of candidates to meet the particular standards in question
- The best methods to use when assessing this part of the standard
- That all TA's are asking for similar things and are assessing with the same rigour across all candidates

The Quality Manager / IQA will set the agenda and lead these meetings and take responsibility for distributing minutes of any decisions made or changes to assessment practice to team members.

Annex 2

Special considerations and reasonable adjustments (as taken from the NCFE Reasonable adjustments and Special Considerations Policy (v1.1))

The Equality Act 2010 requires awarding organisations to make reasonable adjustments to ensure a learner who is disabled as defined in the Act are not placed at a substantial disadvantage in comparison to learners who are not disabled.

The provision for reasonable adjustments and special consideration arrangements is made to ensure that learners receive recognition of their achievements so long as the equity, validity, and reliability of the assessments can be assured. Such arrangements are not concessions to make assessments easier for learners, nor advantages to give learners a head start.

There are two ways in which access to fair assessment can be maintained, these are through:

- Reasonable adjustments – agreed before the assessment takes place
- Special considerations – applied post assessment

Definition of reasonable adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what is being assessed.

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the assessment activity. The use of a reasonable adjustments will not be taken into consideration during the assessment of a learner's work.

Awarding Organisations and centres are only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, will also be taken into consideration.

Definition of special considerations

Special considerations can be applied after an assessment if there is a reason the learner may have been disadvantaged during the assessment. Reasons for special consideration could be temporary illness, injury or adverse circumstances at the time of the assessment.

Learners cannot enter a plea for special considerations for assessment solely on the grounds of disability or learning difficulty. Learners must declare their needs prior to the assessment period and all necessary reasonable adjustments arrangements must have been implemented before the time of their assessment.

Special consideration should not give the learner an unfair advantage, the learner's result must reflect his or her achievement in the assessment and not necessarily his or her potential ability.

Special consideration may result in a small post – assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances during the assessment and will reflect the difficulty faced by the learner but will always be a minor adjustment as to do more may jeopardise the standard.

In some circumstances, it may not always be possible to apply special consideration. It may be more appropriate to offer the learner an opportunity to retake the assessment at a later date or to extend the registration period so that the learner has more time to complete the assessment activity.

All learners regardless of their special consideration must still meet our minimum requirement for the award of a certificate.

For more information please visit the NCFE Policy.

Quality Assurance for Scribes

A scribe is allowed for learners deemed to have a disability – we would make suitable adjustments and allowances following the JCQ access arrangements

For Assessment of Vocational Qualifications (Main Aim)

- TA's can scribe for a learner to aid progression e.g. if the learner is working and through questioning demonstrates knowledge – this is the exception not the rule and clear records should explain the rationale behind this method of assessment for the Main Aim element.
- Third parties unknown to Showcase are not permitted to scribe or write up evidence e.g. husbands, friends, colleagues etc as it is difficult to validate evidence and prove that it is the learner's work.
- ESOL learners are not categorised as substantially disadvantaged but we would encourage DVR, bite sized activities such as spider grams, work placed evidence, the use of bilingual dictionary so that they can practise writing skills, extra time, extra visits, a thorough IA to determine support, signposting to ESOL centres for extra help with English

Annex 3

Plagiarism and cheating

The following guidelines will be helpful for our learners/ candidates:

- If you use someone else's exact words in your work, they must be in quotation marks. Use quotations sparingly and only when you feel the author has expressed something so well and so concisely that the words cannot be improved
- When you have used a quote, you must provide the name of the author, the date of their work that you have referred to and the page number where you got the quotation from immediately after the quotation (e.g. Hill, 2004, p.42) and also provide full details of the reference in the bibliography.
- You must provide a bibliography – a list of books, articles and any other sources you have quoted – at the end of your assignments.
- The Harvard system for referencing sources is well – established and you can find guidance on how to use it on the internet.
- When making a reference to a book the Harvard format is: Hill,P.(2004) **Concepts of coaching: a guide to managers**. ILM, London. And for a reference to an article the Harvard format is: Grant, A.M. (2010) It takes time: a 'stages of change' perspective on the adoption of workplace coaching skills. **Journal of Change Management**, 10(1), pp.61-77.

Cheating is an attempt to deceive Tas/QAs/EQAs and includes:

- Using books, notes, instruments, computer files or other materials or aids that are not permitted
- Assistance or the communication of information by one candidate to another in an assessment or examination where this is not permitted
- Copying or reading from the work of another learner or from another learner's books, notes, instruments, computer files or other materials or aids, unless expressly permitted
- Offering a bribe of any kind to an invigilator, examiner or other person connected with assessment
- Providing or receiving information about the content of an examination before it takes place, except when allowed (some exams may require case study materials to be issued before an examination)
- Impersonating or trying to impersonate a learner, or attempting to procure a third party to impersonate oneself
- Any attempt to tamper an assignment or examination scripts after they have been submitted by a learner

- Fabricating or falsifying data or results by individual learners or groups of learners

Due to the nature of cheating, this mainly applies to examinations and inline tests. Centres have to bear in mind that cheating may involve a member of staff (e.g. tampering with assessment or examination scripts or results after learners have submitted them and as such there needs to be a suspension and sanction policy, supported by a disciplinary and appeals and dispute's and whistleblowing policies.

Annex 4

Countersigning arrangements

For Countersigning to be beneficial as a development tool, the unqualified TA should regularly submit formative and summative assessment decisions to be sampled and checked by the countersigning person. It is the QA function to organise countersigning activities and if the QA is to act as the countersigning person, another QA must QA assessment decisions.

Any areas for development or concerns with the unqualified Tas assessment practices must be discussed with the TA concerned and their line manager. Appropriate remedial action must be taken in the form of additional training, support and monitoring involving the relevant personnel until such time that practices have improved. All action taken must be clearly recorded on the Ta's development plan.

If practice does not improve despite additional support the line manager must be notified and alternative steps will be taken. This may involve use of the TA suspension and sanction Policy and/or the initiation of the company disciplinary procedure.

Who can counter sign?

An experienced Trainer Assessor who is occupationally competent in the area being assessed and who has the time and skills to support the development of a peer. The Line Manager and the QA working with the unqualified TA should agree on who is the most appropriate person to act as a countersigning TA.

Annex 5

Risk banding

The principal reason for a risk banding system is to:

1. Accurately gauge risk to qualification/programme success and to recognise exceptional performance and notably enable improved performance across all TA's/tutors and all programmes.
2. Meet awarding organisations requirements
3. The requirement to direct QA's to sample the TA and not the learner – the risk banding has to determine the level of support, number of observations and sampling activities that a TA requires to provide the best possible experience to our learners and employers.

Risk banding for TAs

The risk banding grading works on a 4- point scale, in line with the OFSTED grading system and is as follows:

1. Outstanding
 2. Good
 3. Area for development
 4. Inadequate
- **In Training** – All TA’s who are on probation qualified or unqualified (the grade here would be **grade 3**)
 - **High risk** – Applies to all TA’s currently on an action plan or being actively performance managed, as in most cases there would be aspects of performance that are regarded as inadequate. There must be clear SMART targets in place to ensure that a TA in this grade progresses within 6 months. Sampling activity should reflect the high-risk banding; allowances must be made for inherited learners that have impacted on success rates. A high-risk TA = **Grade 4**
 - **Medium risk** – Applies to all TA’s that are still requiring significant support and development and areas of practice need to be improved. This grade will be applied where work is consistently being deferred by the IQA, or the TA is overly relying on QA feedback to ensure assessment decisions meet VACSR. A **grade 3** would be applied. This grade recognises that the TA maybe performing satisfactorily in many aspects of their role, but there are still key areas for development and further support is required.
 - **Medium/low risk** – Applies to all TA’s that are still requiring structured support in the minority, their work is of a good standard and the action points identified are about finessing performance as opposed to addressing poor performance. Completion rates need to be meeting Showcase training’s benchmarks and the grade recognises. A **grade 2** in this case would be applied.
 - **Low risk**- Applied to all TA’s that require minimal support in all qualifications that they offer, and their completion rates are consistently in line with the company’s KPI’s, if not exceeding in respect of completion rates. A **grade 1** would be applied, as these TA’s would be deemed as excellent and all aspects of their work would be notable. This grade would be a challenge to achieve and is set as such, but it recognises outstanding performance.

Showcase training has a responsibility to identify development needs and provide the means of agreed development, the individual staff member has the responsibility to apply the new knowledge and/or skills in the context it was intended. Development requirements can be identified in QA reports, observations, customer feedback and general QA activities. Development needs are recorded, and it is primarily the responsibility of each individual to take responsibility for their own learning – supported by the IQA / QM and manager.

The appeal process in respect of grading follows the same principles as the appeals procedure for assessment and quality assurance decisions.

The risk banding system should be considered when allocating candidates to TAs. The Quality Manager reserves the right to remove specific TAs, tutors and IQAs from qualifications or programmes if there is evidence of learners being disadvantaged and the company’s contract is at risk because of poor success rates.

The IQA may as part of the sampling look at specific assessment activities that have been identified as needing improvement, for example professional discussion (PD) a valid and useful assessment technique, is at times misused or mislabelled, in that the TA notes they have undertaken a PD, but in fact the assessment method they have used is questioning. Some units or standards can be problematic in determining reliability and sufficiency and for these areas the IQA may make the judgement that these aspects of delivery will require additional sampling.

Annex 6

QA guidance for support visits and OTL’s – planned activities

Prior to the visit, the Trainer Assessor should be clear about the purpose of the visit. The IQA should be introduced to the employer and learner at the setting by the Trainer Assessor, and the employer and learner should be advised of the purpose of the visit.

It is important that the IQA makes it clear when planning a visit, as to whether the visit is for the purpose of support or observation and the frequency of such visits should be aligned to the risk banding grade. If the IQA identifies at a support visit or an observation that areas previously identified for development have not been addressed, this needs to be acted on immediately and discussed with the TA and feedback to the TAs manager.

For support visits, the TA should be clear as to what they require support in and the IQA should agree on how best to administer that support. Post a support visit the individual who has been supported, is accountable for embedding new skills and knowledge into practice and recording such actions on a CPD record.

Both visits can be opportunities for both the TA and the IQA to evaluate from the learner and employers perspective how the company service is performing and if it meets their requirements.

Please note, unplanned visits can occur at any time and the TA will not receive prior notification.

On a sit visit, the following documents can be reviewed and discussed

- Personal development plans- are the plans being used to record the learner's journey and are they being reviewed, developed and reflected on?
- Reviews – are the reviews clearly planning new learning activities and reviewing previous learning activities? Do the reviews make reference to E&D/ prevent/safeguarding / BV/ CL in an appropriate way? Is there evidence of employer engagement? – check frequency of reviews and learner progression, as well as checking with the learner the progress they think they have made, against that of the TA's.
- Assessment plans – Are the assessment plans SMART? And are they being updated on a frequent basis? Do the plans make it clear to the learner what assessment methods are being used and why? Do the assessment methods make good use of naturally occurring evidence? Are the most suitable assessment methods selected to make a judgement that the candidate is competent and that the evidence presented can meet the VACSR and show reliability and consistency of performance and application of learning? Is the learner being stretched and developed with specific targets?
ERR and PLTS activities – have they been introduced at the beginning of the programme and are they being appropriately mapped and assessed?
- ILP - Is the learner aware of this document? How robust is the programme rationale, does it make clear the values added benefits for this learner undertaking the programme? Are the outcomes of the IA process incorporated into the ILP and development plan? How involved has the employer been in the establishment of the ILP?
- Check – if the candidate and /or employer knows about all components of the framework or qualification / programme being undertaken. Check that unit / programme selection has been a collaborative process between the TA/ candidate and employer, or has the TA exclusively decided what units should be taken?

Annex 7

Learner transfers/ handovers

To protect the risk banding it is the intention, that there is an interim QA sampling on any learners being transferred, before such learners are allocated to the new Trainer Assessor. This includes the situation of a

TA leaving the company, all parties involved in a transfer should be clear as to the status of all learners and the subsequent reviews should build on the work of the previous TA. As far as the learner is concerned, the fact they are being transferred should not be perceived as a re-start.

The Manager and QM are responsible for facilitating transfers and ensuring that both the learner and the inheriting TA have the best possible opportunity to complete the programme.

The IQA should check the status of the learner and validate progression. The inheriting TA on their first meeting with the learner should confirm contents of the ILP and the last review and build on this, ensuring that work is not discarded.

When the transfer is a result of a TA leaving, the IQA should undertake an FQA and ensure that the learner has been contacted. If the transfer could cause issues to the receiving TA, the QM will agree the best course of action. The learner must be the main priority; however arrangements should be agreed to ensure that the receiving TA is not penalised.

Annex 8

Learners at Risk

How can you tell if a learner is at risk?

- Cancelling appointments
- No progress / lack of progress
- Not returning calls
- Not doing the work
- Telling you that they want to leave the workplace
- Lack of employer engagement

What can you do?

- Listen to your learners – what are they saying? How do they act around you? What are their excuses? Try to get to the root of the problem and talk to the employer to ascertain if they can support, or if the work placement might be adding to the learner's disengagement
- Think about what you could have done differently, have you seen the learner often enough? What sort of work do you set them? Agree some short term "targets" together and stick to them
- Talk to the manager / supervisor – get them involved in the training. You should record this on the review
- Talk to the learner- explain the lack of progress and ask them how you can help them.
- Refer back to the ILP – have you considered their learning styles? (and actually adapted the learning delivery to this)
- Arrange a visit with the IQA / QM
- The learner may just be panicking because they feel behind, feel they let you down, feel under pressure etc you could always give them a "cooling off period" and agree a time to contact them back within 10 working days, and then do this

When should I report a problem?

If you suspect that a learner will not achieve in a timely fashion or is a potential leaver.

Communicate:

- What you have done so far
- What you think would work
- The setting name, contact, learner name and qualification

Dependant on the problem, the Manager will offer advice and decide action to be taken by whom and by when.

Options may include:

- Immediate face to face visit by another TA/ QM/Manager or a telephone call to establish the facts and situation – sometimes a learner may talk freely to another person that is not their TA.
- Transfer to another TA
- The IQA may decide to undertake a full FQA on this particular learner to identify alternative approaches to delivery or learner requirements, that the TA may not have identified. Close scrutiny of reviews and the learner's work indicates the learner may require additional learning support.

Interventions with at risk learners need to be handled in a diplomatic and sensitive fashion. Learners / managers should never be threatened with “a call from the Manager or QM” but simply advised that your manager or IQA may call, as we value your feedback and they maybe able to think of ways that we can help you.

Annex 9

Smart Assessment, Embracing Technology and Safe Storage of Evidence

Showcase Training is committed to conducting SMART assessment and utilising technology wherever practicable.

Digital Voice Recorder (DVR); A DVR can be used to record an account of a professional discussion / telephone conversation, to prove knowledge with a learner and sometimes if applicable record an observation.

Using audio evidence and confirming permission; As the beginning of the recording the TA must state their name and provide the time and date of the recording. The learner needs to clearly articulate their full name and confirm permission to have the activity recorded.

Safe use of evidence

When collecting and utilising any form of evidence to confirm competence, confidentiality of information and the safeguarding of learners and company personnel must be considered.

Learners need to be advised that only relevant information that will not put an individual at risk should be kept in the learner's portfolio. With this in mind, details of a personal nature such as a home address, national insurance number or other identity protected data must be omitted from any evidence submitted.

Annex 10

Remote assessment practices

The practice of remote assessing is providing additional support and assessment opportunities for learners from a distance. This style of assessment should be undertaken by experienced TA's, who have excellent telephone handling skills and a comprehensive knowledge of the qualifications, the learner is working on and the ability to use technology appropriately to include digital/voice recording and sharing.

The remote Trainer Assessor must also be able to communicate with teams and IQA's as required and ensure that information provided is accurate and timely. Remote assessments can also provide coaching and support. This should be classed as a visit, so recording and assessment plans should be used as required.

Remote assessment offers the opportunity to work with learners out of hours, so within reason remote assessment can be undertaken at any time. It is recommended that remote assessment can be undertaken between the hours of 08.00-20.00 (GMT). Contacting learners outside of these hours could be regarded as obtrusive, unless they expressly give permission that they can be contacted, and the remote TA is able to facilitate this.

Remote assessment will not be suitable for all learners, especially where their learning requirements require a range of visual stimuli or the learning to be delivered in very short sessions with the opportunity to practice or demonstrate learning, or where S&L diagnostics have identified EL2 or low EL3 outcomes.

Types of evidence that can be gained remotely:

- Questions and recording of answers
- Reflective accounts
- Professional discussions
- Coaching

Remote assessment management

- TA introduces themselves to the learner and a detailed plan is provided to the learner in advance of the remote call, so that they can plan for this. Preparation activities can include having any questions ready, supporting evidence that may assist with a professional discussion, revision to respond to questions
- Remote assessment takes place (recorded)
 - + Assessor introduces themselves and date
 - + Learner introduces themselves and date
 - + If the learner has emailed some evidence over the assessor will need to capture a statement from the learner that it was in fact their own work.
 - + Knowledge assessment takes place
 - + Assessor maps the knowledge into OneFile at the same time as assessing
 - + Learner's e-portfolio is immediately being updated
- Detailed feedback provided
- Assessment plan agreed for next visit

Annex 11

Lost evidence procedure

The portfolio of evidence is the learner's property and they must take and accept responsibility for it at all times. When in the care of the TA/QA or other appropriate company personnel, the company must look after the portfolio and its contents appropriately.

Contesting a learner's exam results procedure

If you wish to request a learner's functional skills exam to be remarked, then in the first instance you forward the request to the QM. The QM will then make the decision re the strength of the test re- mark and act accordingly.

When an appeal is sent to the AO, the following information is required:

- The learner's full name
- The learner's date of birth
- The learner's registration number
- The name and level of the FS test that you wish to appeal
- The date that the test was taken
- A brief description of the reason for the appeal