

## Quality Assurance Strategy



| Document Reference | Version   | Introduced/Changed by | Summary of changes      | Approval date | Date of review |
|--------------------|-----------|-----------------------|-------------------------|---------------|----------------|
| QD070              | Version 2 | Graeme Trevor         | Policy re-write         | 29/06/2023    | 1/08/2024      |
| QD070              | Version 3 | Dave Chambers         | AI update               | 05/09/24      | 01/09/25       |
| QD070              | Version 4 | Jean Sullivan         | Adjustment to statement | 15/01/2025    | 15/01/26       |

## 1.0 Purpose and Scope

### Gen2 Quality Assurance

Gen2 is committed to delivering a high quality of education to its learners. Robust Internal Quality Assurance (IQA) is pivotal in ensuring that assessment decisions are valid and reliable and aligned to the qualification/ assessment standards as identified by the specific Awarding Organisation (AO).

The relevant AO Quality Assurance (QA) Handbook and Qualification Specification should be read in conjunction with this strategy.

This policy applies to all programmes, learners and AOs where a learner is registered for qualifications under the colleges centre number(s) for the duration of their time on programme. It also applies to all Gen2 staff involved in the delivery and/or assessment of these qualifications.

### Gen2 Commitment to Quality will Include:

- appointing a Lead Internal Quality Assurer (IQA)/ Quality Manager with overall responsibility for Gen2's Quality Assurance
- Gen2 will recruit and select occupationally qualified team members and ensure that they receive regular feedback, on-going support and development
- Gen2 will regularly review the occupational competence, experience and qualification requirements for assessors, IQAs and invigilators
- Gen2 will regularly review its policies and procedures related to QA and examinations procedures and ensure they are approved by Gen2 Policy Committee
- Gen2 will ensure that policy updates are communicated to all staff at staff meetings and ensure those policies are available on Gen2 Document Management folder on SharePoint
- Gen2 will ensure that all assessors, tutors and staff involved with the delivery and QA of qualifications receive appropriate Continuous Professional Development (CPD)

- Gen2 will complete a sampling strategy for the qualifications being delivered at Gen2 centres
- Gen2 will QA the delivery of training received by learners as part of the IQA process through direct observation and reviewing assessment
- Gen2 will support Teaching, Learning and Assessment (TLA) as part of the Developmental Observation of Teaching learning and Assessment Policy (DOTLA)
- Gen2 will undertake learner surveys throughout the year to seek feedback in order to improve and develop all areas of its qualification planning, delivery and assessment
- Gen2 IQAs will ensure that IQA records are available for audit which detail how IQA was undertaken on all qualifications
- Gen2 will have processes and procedures in place, which are regularly reviewed to prevent malpractice and maladministration and staff receive training to prevent malpractice and maladministration
- Gen2 will ensure that it maintains up to date learner records from registration onwards and retain them for a minimum of 3 years following certification or as detailed by the Awarding Organisation
- Gen2 will ensure that the above procedures are consistent across all its centres

## 2.0 Roles and Responsibilities- Gen2 Centre Staff

| Role                                  | Key Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Head of Centre</b>                 | Gen2 Head of Centre is the person responsible for the overall management of the centre, including the maintenance of standards and ability to meet quality assurance standards                                                                                                                                                                                                                                                                      |
| <b>Centre Quality Contact</b>         | Gen2 Quality Contact is the person responsible for ensuring that the management, administration and quality assurance systems for all AO qualifications are properly maintained throughout the centre.                                                                                                                                                                                                                                              |
| <b>Internal Quality Assurer (IQA)</b> | Gen2 IQAs monitor the work of all assessors involved with a particular qualification to ensure they are applying the standards consistently throughout assessment activities.<br>They ensure the consistency of the assessment decisions/ judgements that have been made and ensure that they are valid. The scope of responsibility will vary according to the type of assessment system which they are involved (refer to relevant documentation) |
| <b>Lead IQA</b>                       | Lead IQAs are responsible for leading the team of IQAs, creating the teams IQA strategy, leading on standardisation meetings and managing centre follow-up actions to issues identified through external quality assurance (EQA)                                                                                                                                                                                                                    |
| <b>Assessor</b>                       | Assessors are responsible for delivering qualification assessments and making valid, consistent assessment judgements. They ensure that assessments are administered in line with AO guidelines                                                                                                                                                                                                                                                     |
| <b>Tutor</b>                          | Tutors are responsible for the delivery of knowledge and the tutorial support of learners; they will familiarise themselves with the contents of the relevant qualifications                                                                                                                                                                                                                                                                        |

|                    |                                                                                                                                                                                                                                                                                                                                        |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Invigilator</b> | Invigilators are responsible for the secure conduct of all examinations, whether paper-based or online. Examinations must be administered according to published requirements which also detail the specific roles and responsibilities of the invigilator. All invigilators must familiarise themselves with the relevant AO policies |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 3.0 Roles & Responsibilities

#### Assessor:

- ensure all learners are registered with the AO prior to undertaking any assessment
- ensure the use of current specifications and have a thorough understanding of AO current requirements
- take account of the needs of all learners in designing assessment methods
- prepare learners for the type of assessment to be undertaken
- inform learners of the requirements of the assessment in order to avoid malpractice
- plan the assessment schedule so that the workload of assessment is manageable throughout the programme
- Gen2 will recruit sufficient, suitably qualified Assessors to meet the volume of learners undertaking assessments
- Assessors must have relevant current or real industry experience and competence in the occupational working area at or above the level being assessed unless the relevant qualification handbook states otherwise. Centres must always check the qualification handbook, as the information in it will take precedence
- Gen2 will ensure that Assessors are competent to perform their role and provide appropriate training and development opportunities to ensure that they meet the required standards set out in the qualification and/or assessment documentation
- Gen2 will ensure that assessment arrangements comply with those detailed in the qualification and/or assessment documentation
- Assessors must complete effective internal standardisation activities to ensure they are applying marking schemes and making assessment decisions consistently and accurately. The standardisation meetings will be managed by Gen2 IQAs and must be attended by Assessors
- for some qualifications, the assessment decisions of unqualified Assessors must be checked, authenticated and countersigned by an Assessor or IQA who is appropriately qualified and occupationally competent. Where this is required, it will be specified in the relevant qualification and/or assessment materials
- IQAs may only quality assure evidence that they did not assess or countersign, and this must be carried out before Gen2 can claim certificates

- 
- Assessors and learners must provide a written/ electronic declaration that evidence is authentic, and that assessment took place under the conditions or context set out in the qualification and/or assessment documentation
  - Gen2 centres must ensure that any potential conflicts of interest with learners are identified. Assessors must not assess family members

## IQAs

The IQA is a key driver of quality assurance in qualifications at Gen2 Centres. The role is key in ensuring the **validity** and **reliability** of assessment in qualifications and ensuring they **meet the requirements of the AO and qualification criteria**.

There are four main aspects to the IQA role as identified below:

1. plan, operate and evaluate internal assessment and quality assurance systems
2. support and develop tutors and/or assessors
3. monitor and improve the quality of the assessor and assessment practice
4. apply policies, procedures and legislation to meet external/ regulatory requirements

## IQA's Responsibilities

### Staff - Assessors/Moderators/Exams Adjudicators

IQA's are responsible for validation of current CV's, Qualifications (certificated), Disclosure and Barring Service document, Conflict of Interest form, Competency and ongoing training (evidenced through six monthly CPD log) before any role commences. Standardisation of processes are updated annually or sooner where required.

IQA then notifies the Quality Manager who will register the staff member with the relevant Awarding Organisation. The Quality Manager will then audit staff details on a six monthly basis in line with Gen2 CPD requirements.

### Learners

- registering the learners for their qualification with an awarding organisation
- check the registration details are correct, for example the spelling of a learner name, and the qualification and unit combination they are working towards (before any assessment activity takes place). IQA and EQA samples should not take place if learners are not registered for their qualification
- checking Recognised Prior Learning [RPL] is Valid, Authentic, Sufficient and Reliable and meets the Awarding Organisation criteria
- sampling the induction process, gathering and following up on learner feedback
- organising relevant and appropriate standardisation activities for assessors and other IQAs

- 
- planning and undertaking sampling activities throughout the duration of the learner's time working towards the qualification
  - provide developmental feedback to the assessor with an action plan for any areas which require improvement
  - monitoring any AO changes or developments and sharing them with the team to ensure compliance
  - mentoring and supporting new inexperienced IQAs
  - countersigning the decisions of unqualified IQAs (Unqualified IQAs will be required to work towards and achieve the 'Level 4 Certificate in the Internal Quality Assurance of Assessment Practice' within 12 months of starting the role)
  - tracking learner progress from start to finish against targets; interviewing learners, assessors and others who are involved in the learning process
  - managing the EQA process including preparing for visits
  - liaising with the Funding and Compliance team to claim certificates and to ensure learners receive the correct certificate for the qualification they have successfully achieved

#### **4.0 Assessment**

The assessment process must be planned and fair both in intent and outcome, conducted in a valid, timely, consistent and reliable manner to provide learners with an equal opportunity to demonstrate their learning and achievements. All planning and assessment activities must be completed in accordance with the requirements of the AO.

For regulated qualifications, all learners must be registered with the AO prior to the assessment taking place.

Two forms of sampling will be undertaken to ensure that quality assurance is maintained, these are:

##### **Interim (formative) Assessment**

Should be regular and timely to recognise positive achievement and provide support for areas requiring further development. The outcomes of formative assessment should be used to inform future learning and development and support successful achievement during the summative assessment. Formative assessment should link to specific assessment criteria as well as wider employability, maths and English skills.

##### **Summative Assessment**

Should be timely and planned to ensure assessment dates are evenly spread in order to support and promote opportunities for high achievement. Summative assessment should be included within an assessment plan schedule. Summative assessment against specific standards or criteria should be completed by providing clear and constructive feedback which confirms positive learning and informs future learning and development where required. Summative assessment should link to specific criteria as well as wider employability, English and maths.

## 5.0 Recognition of Prior Learning (RPL) Definition

RPL is an assessment process which makes use of evidence of a learner's previous non-certified achievements to demonstrate competence or achievement within a unit or qualification. Through the RPL process, evidence of a candidate's previous achievement (learning) is assessed against the learning outcomes of a unit.

### When to Use RPL

The RPL process is relevant where an individual has evidence of having previously learnt something but has never received formal recognition for it through a qualification or other form of certification.

Evidence can draw on any aspect of a candidate's prior experience including:

- domestic/family life
- education and training
- work activities

Gen2 Assessors and IQAs are to adhere to the guidance contained within the following City & Guilds document in relation to RPL:

[Recognition of Prior Learning \(RPL\) Policy Guidance Document \(PDF\)](#)

## 6.0 Sampling Evidence & Making Decisions

Making decisions when sampling evidence is all about judging that the assessors are performing their role competently when assessing their learners. IQAs will observe assessors in practice, they can sample assessors' assessment planning, decisions and feedback records. IQAs can check the learner's work and ensure that assessment requirements are being fully met in relation to the qualification specification and aligned to the AO Handbook. All evidence should be **valid, authentic, reliable, current and sufficient (VARCS)**.

When sampling learners' work, IQAs are not re-assessing or re-marking it, but making a decision as to whether it meets the requirements. They are ensuring the assessor's plans and feedback records are documenting all the activities, and that their decisions are **safe, valid, fair and reliable**.

When sampling work from different assessors, if IQAs are sampling the same aspects, they can see how consistent the different assessors are performing. They are to record any inconsistencies to discuss at the next team meeting.

IQAs have the autonomy to set the sample level which is dynamic and agile to increase and decrease dependant on risks to ensure that all the Awarding Organisation criteria is being met.

There is no overall fixed percentage ratio of sampling across qualifications; the sampling ratio will be based on individual risk. The risk assessment carried out on each assessor will clarify the level of sampling required. Risk ratings will be managed by IQAs and monitored

by the Lead IQA who will review the sampling strategy in line with internal and external requirements to ensure the quality of assessment is maintained.

**IQAs are to use the CAMERA process of determining samples as follows:**

|          |                              |                                                                                                                                                                      |
|----------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C</b> | <b>Candidates</b>            | All candidates; for example, ethnicity, gender, full time/part time, apprentice or commercial, funding stream                                                        |
| <b>A</b> | <b>Assessors</b>             | Experience, qualifications, workload, occupational experience, location, CPD etc...                                                                                  |
| <b>M</b> | <b>Methods of assessment</b> | All assessment methods within a qualification e.g., Questioning, observation, professional discussions, occupational competence, Recognition of Prior Learning (RPL) |
| <b>E</b> | <b>Evidence Types</b>        | Written confirmation that evidence/ assignments are in line with VARCS, problem areas and special requirements                                                       |
| <b>R</b> | <b>Records</b>               | Reports from assessors, learner portfolios and files, correct IQA reports                                                                                            |
| <b>A</b> | <b>Assessment Locations</b>  | Across different assessment locations, main centre locations and satellite centres                                                                                   |

## **Risk Management**

Assessor risk management- IQAs will carry out risk management assessments of each assessor that they IQA, the areas that this will be based on include (but not limited to):

- How new the qualification is to Gen2?
- How new the assessor is to the qualification?
- Competence to feedback to learners
- CPD undertaken
- Assessor's qualifications
- The number of learners the assessor is responsible for (workload, caseload)
- The number of different centres the assessor assesses from
- Completion of learner records
- Previous feedback and actions from the IQA
- Previous feedback and actions from the EQA

Each IQA should complete a risk assessment for each assessor they are responsible for using risk categories. The level of risk should be increased depending on but not limited to the following:

- Assessor's experience
- Assessors' qualifications
- The number of learners the assessor is responsible for (Caseload/workload)
- The location/Geographical spread to be covered by the assessor

## **Risk Management Levels (RAG Rated)**

- Low (Green)- Baseline Sample

- 
- Medium (Amber)- Baseline x3
  - High (Red)- Full Sample

Risk indication: Dependant on the risk identified, will depend on the level of support that will be given to the assessor, i.e., if assessors are identified as high risk, greater support and guidance will be given to ensure that the assessors gain confidence and is able to carry out the role as assessor, this will be reviewed on an ongoing basis as and when the risk level reduces so will the number of assessor observations and sampling activities be reduced.- This is a dynamic process and the risk level can go up and down to enable the IQA to ensure that all assessment decisions are valid, reliable and meet the AO criteria.

When devising the sampling strategy IQAs are to ascertain the baseline sample for a Green/Low risk assessor. This would generally be the number of units. Amber/ medium risk ratings will have a multiplier of 3 (unless the AO Handbook indicates differently in which case the AO guidance will take precedence). Red/High risk assessors will be required to have a full sample. Sample plan examples are contained in Annex B

IQAs are required to inform the assessor of their risk rating and the sampling requirements

## 7.0 Internal Standardisation

Standardisation is an essential part of internal quality assurance, ensuring that assessors are making consistently valid and reliable assessment judgements. Gen2 will support and facilitate IQAs in undertaking robust and effective internal standardisation of their assessors for all centre assessments.

IQAs are responsible for devising and leading standardisation activities. The internal standardisation process is as follows:

- Standardisation is required for each centre assessment and must include all assessors
- Standardisation must always take place using complete learner evidence from the current assessment
- A sample of learner work should be chosen that gives a representation of the range of performance expected, which all assessors will mark individually
- Assessors will then come together to collectively discuss any discrepancies in awarding marks/ grades and come to a consensus in interpreting the standards, assessment criteria or mark schemes. This discussion will be facilitated by the IQAs
- If there is any disagreement, IQAs have the final decision. There should not be an 'agreement to disagree', a final mark/grade must be agreed
- Assessors are encouraged to keep notes during standardisation and develop shared reference material to support them in maintaining the agreed standard throughout the assessment process
- Once the standard has been agreed upon, further common pieces of evidence should be marked for written evidence to confirm a closer agreement has been

---

reached. For practical assessments centres could use recorded practical assessments that assessors will mark or could have initial assessments dual assessed

## 8.0 Malpractice

Definition: 'Malpractice', means any act, default or practice which is a breach of the Regulations or which:

- gives rise to prejudice
- compromises public confidence in qualifications
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualifications or the validity of a result or certificate; and or
- damages the authority, reputation or credibility of any awarding organisation or centre or any officer, employee or agent of any awarding organisation or centre

All personnel involved in the delivery, administration and quality assurance are to be fully appraised of Gen2 Malpractice Policy.

## 9.0 Artificial Intelligence

In the pursuit of academic excellence, it is paramount for students to produce original work that reflects their understanding and capabilities. Relying on artificial intelligence (AI) for assignments or coursework diminishes the learning experience and undermines the purpose of academic endeavours. Engaging directly with the material, researching topics and crafting one's own response promotes deeper comprehension and the development of critical skills. Using AI to complete academic tasks not only jeopardises your grasp of the subject matter but will result in severe academic penalties. It is vital to approach studies with integrity and commitment to achieve true learning and growth.

## Annex A

### Pre-Course

The IQA and the assessor are to meet and discuss the programme of delivery prior to commencement and will include the following actions:

- At the initial meeting, the IQA will double-check that the T/A has the relevant qualifications themselves to be able to deliver the qualification
- Prior to delivery of the qualification, the IQA and T/A should also discuss any issues that may arise/have arisen, and also confirm the days and best times for both parties to meet for 1-1s and Standardisation Meetings.
- Following the meeting the IQA will produce their Risk rated, IQA Sample Plan
- IQA and assessor will undertake their roles as identified throughout this policy

---

### On Course

Throughout the delivery of the qualification, the IQA will sample a range of different units using the CAMERA method of sampling, providing constant feedback to the T/A. The IQA will also host IQA Meetings of Standardisation with records taken, saved and distributed as applicable. At all times these activities will be planned and diarised.

### Post Course

As soon as the qualification has been delivered and completed, the IQA will perform a summative sample (as per the sample plan). Once the IQA is satisfied that the qualification has been delivered and assessed in accordance with the requirements of the Awarding Organisation and Qualification Handbook. The IQA will sign off all qualification claims.

**Annex B** Six Monthly Sample Plan

**Note:** The amount of sample will increase or decrease dependant on the risk identified against the assessor.

| Assessor-<br>High Risk | Learner Name    | Plan<br>Unit<br>201 | Unit 201             | Plan<br>Unit<br>202 | Unit 202                 | Plan<br>Unit<br>203 | Unit 203<br>[Difficult<br>unit] | Plan<br>Unit<br>204 | Unit 204                | Plan<br>Unit<br>205 | Unit 205                 | Final IQA –<br>Prior to<br>Certification                                                                               |
|------------------------|-----------------|---------------------|----------------------|---------------------|--------------------------|---------------------|---------------------------------|---------------------|-------------------------|---------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------|
| J Bloggs               | Learner 1(M)    | 12/07/<br>2023      | 12/07/2023<br>UPK/PD |                     |                          | 22/05/<br>2023      | 22/07/2023<br>UPK/PJ/WT         | 12/05/<br>2023      | 12/05/2023<br>UPK/PJ/RA |                     |                          | IQAs are to<br>quality check<br>and<br>authorise all<br>certificate<br>claims<br>regardless of<br>sampling<br>activity |
|                        | Learner 2(F)    |                     |                      | 12/07/<br>2023      | 12/07/2023<br>UPK/OBS/RA |                     |                                 |                     |                         |                     |                          |                                                                                                                        |
|                        | Learner 3(F)    | 12/07/<br>2023      | 12/07/2023<br>UPK/PD |                     |                          |                     |                                 |                     |                         |                     |                          |                                                                                                                        |
|                        | Learner 4(F)    |                     |                      | 18/04/<br>2023      | 18/04/2023<br>UPK/OBS/RA |                     |                                 |                     |                         |                     |                          |                                                                                                                        |
|                        | Learner 5(F)    |                     |                      |                     |                          | 12/03/<br>2023      | 12/03/2023<br>UPK/OBS/RA        |                     |                         |                     |                          |                                                                                                                        |
|                        | Learner 6(M)    |                     |                      | 15/02/<br>2023      | 15/02/2023<br>UPK/OBS/RA |                     |                                 |                     |                         |                     |                          |                                                                                                                        |
|                        | Learner 7(M)    |                     |                      |                     |                          | 12/01/<br>2023      | 12/01/2023<br>UPK/OBS/PD        |                     |                         | 10/07/<br>2023      | 12/07/2023<br>UPK/OBS/PD |                                                                                                                        |
|                        | 8 Learner (M)   | 12/02/<br>2023      | 12/02/2023<br>UPK/PD |                     |                          |                     |                                 |                     |                         |                     |                          |                                                                                                                        |
|                        | Learner 9M[ADJ] |                     |                      |                     |                          |                     |                                 |                     |                         | 20/04/<br>2023      | 20/04/2023<br>UPK/OBS/PD |                                                                                                                        |
|                        | Learner 10(M)   |                     |                      |                     |                          | 12/01/<br>2023      | 12/01/2023<br>UPK/OBS           |                     |                         |                     |                          |                                                                                                                        |
|                        | Learner 11(M)   |                     |                      |                     |                          |                     |                                 | 12/03/<br>2023      | 12/03/2023<br>UPK/PJ/RA |                     |                          |                                                                                                                        |
|                        | Learner 12(F)   |                     |                      |                     |                          | 30/05/<br>2023      | 30/05/2023<br>UPK/OBS/RA        | 12/04/<br>2023      | 12/07/2023<br>UPK/PJ/RA |                     |                          |                                                                                                                        |
|                        | Learner 13(M)   |                     |                      |                     |                          |                     |                                 |                     |                         | 12/04/<br>2023      | 30/06/2023<br>UPK/OBS/PD |                                                                                                                        |

|     |  |                           |                       |                        |   |                             |   |            |                |   |
|-----|--|---------------------------|-----------------------|------------------------|---|-----------------------------|---|------------|----------------|---|
| KEY |  | Low Risk- Baseline Sample | Assessment<br>Methods | OBS- Observation       | Y | PD- Professional Discussion | Y | Candidates | Male (M)       | Y |
|     |  | Medium Risk- Baseline x3  |                       | PJ- Project            | Y | WT- Witness Testimony       | Y |            | Female (F)     | Y |
|     |  | High Risk- Full Sample    |                       | RA- Reflective Account | Y | UPK- Knowledge              | Y |            | Adjustment-ADJ | Y |

| Assessor-<br>Medium<br>Risk | Learner Name    | Plan<br>Unit<br>201 | Unit 201             | Plan<br>Unit<br>202 | Unit 202                 | Plan<br>Unit<br>203 | Unit 20<br>[Difficult<br>unit] | Plan<br>Unit<br>204 | Unit 204                | Plan<br>Unit<br>205 | Unit 205                 | Final IQA –<br>Prior to<br>Certification                                                                               |
|-----------------------------|-----------------|---------------------|----------------------|---------------------|--------------------------|---------------------|--------------------------------|---------------------|-------------------------|---------------------|--------------------------|------------------------------------------------------------------------------------------------------------------------|
| J Bloggs                    | Learner 1(M)    | 12/07/<br>2023      | 12/07/2023<br>UPK/PD |                     |                          | 22/05/<br>2023      | 22/07/2023<br>UPK/PJ/WT        | 12/05/<br>2023      | 12/05/2023<br>UPK/PJ/RA |                     |                          | IQAs are to<br>quality<br>check and<br>authorise all<br>certificate<br>claims<br>regardless of<br>sampling<br>activity |
|                             | Learner 2(F)    |                     |                      | 12/07/<br>2023      | 12/07/2023<br>UPK/OBS/RA |                     |                                |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 3(F)    | 12/07/<br>2023      | 12/07/2023<br>UPK/PD |                     |                          |                     |                                |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 4(F)    |                     |                      | 18/04/<br>2023      | 18/04/2023<br>UPK/OBS/RA |                     |                                |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 5(F)    |                     |                      |                     |                          | 12/03/<br>2023      | Full Sample<br>UPK/OBS/RA      |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 6(M)    |                     |                      | 15/02/<br>2023      | 15/02/2023<br>UPK/OBS/RA |                     |                                |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 7(M)    |                     |                      |                     |                          |                     |                                |                     |                         | 10/07/<br>2023      | 12/07/2023<br>UPK/OBS/PD |                                                                                                                        |
|                             | 8 Learner (M)   | 12/02/<br>2023      | 12/02/2023<br>UPK/PD |                     |                          |                     |                                |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 9M[ADJ] |                     |                      |                     |                          |                     |                                |                     |                         | 20/04/<br>2023      | 20/04/2023<br>UPK/OBS/PD |                                                                                                                        |
|                             | Learner 10(M)   |                     |                      |                     |                          | 12/03/<br>2023      | 12/03/2023<br>UPK/PJ/RA        |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 11(M)   |                     |                      |                     |                          |                     |                                |                     |                         |                     |                          |                                                                                                                        |
|                             | Learner 12(F)   |                     |                      |                     |                          | 30/05/<br>2023      | 30/05/2023<br>UPK/OBS/RA       | 12/04/<br>2023      | 12/07/2023<br>UPK/PJ/RA |                     |                          |                                                                                                                        |
|                             | Learner 13(M)   |                     |                      |                     |                          |                     |                                |                     |                         | 12/04/<br>2023      | 30/06/2023<br>UPK/OBS/PD |                                                                                                                        |

|     |  |                           |                       |                        |   |                             |   |            |                |   |
|-----|--|---------------------------|-----------------------|------------------------|---|-----------------------------|---|------------|----------------|---|
| KEY |  | Low Risk- Baseline Sample | Assessment<br>Methods | OBS- Observation       | Y | PD- Professional Discussion | Y | Candidates | Male (M)       | Y |
|     |  | Medium Risk- Baseline x3  |                       | PJ- Project            | Y | WT- Witness Testimony       | Y |            | Female (F)     | Y |
|     |  | High Risk- Full Sample    |                       | RA- Reflective Account | Y | UPK- Knowledge              | Y |            | Adjustment-ADJ | Y |

| Assessor-<br>Low Risk | Learner Name       | Plan<br>Unit<br>201 | Unit 201             | Plan<br>Unit<br>202 | Unit 202                  | Plan<br>Unit<br>203 | Unit 203<br>[Difficult<br>unit] | Plan<br>Unit<br>204 | Unit 204                 | Plan<br>Unit<br>205 | Unit 205                  | Final IQA –<br>Prior to<br>Certification                                                           |
|-----------------------|--------------------|---------------------|----------------------|---------------------|---------------------------|---------------------|---------------------------------|---------------------|--------------------------|---------------------|---------------------------|----------------------------------------------------------------------------------------------------|
| J Bloggs              | Learner 1(M)       | 12/07/<br>2023      | 12/07/2023<br>UPK/PD |                     |                           |                     |                                 |                     |                          |                     |                           | IQAs are to<br>quality check<br>all certificate<br>claims<br>regardless of<br>sampling<br>activity |
|                       | Learner 2(F)       |                     |                      | 12/07/<br>2023      | 12/07/ 2023<br>UPK/OBS/RA |                     |                                 |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 3(F)       |                     |                      |                     |                           |                     |                                 |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 4(F)       |                     |                      |                     |                           | 28/03/<br>2023      | 28/03/ 2023<br>UPK/PJ/WT        |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 5(F)       |                     |                      |                     |                           |                     |                                 |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 6(M)       |                     |                      |                     |                           |                     |                                 |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 7(M)       |                     |                      |                     |                           |                     |                                 |                     |                          | 08/03/<br>2023      | 08/03/ 2023<br>UPK/OBS/PD |                                                                                                    |
|                       | 8 Learner (M)      |                     |                      |                     |                           |                     |                                 |                     |                          |                     |                           |                                                                                                    |
|                       | Learner<br>9M[ADJ] |                     |                      |                     |                           | 10/02/<br>2023      | 15/02/2023<br>PD                |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 10(M)      |                     |                      |                     |                           |                     |                                 |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 11(M)      |                     |                      |                     |                           |                     |                                 |                     |                          |                     |                           |                                                                                                    |
|                       | Learner 12(F)      |                     |                      |                     |                           |                     |                                 | 30/04/<br>2023      | 05/05/ 2023<br>UPK/PJ/RA |                     |                           |                                                                                                    |
|                       | Learner 13(M)      |                     |                      |                     |                           |                     |                                 |                     |                          |                     |                           |                                                                                                    |

|     |  |                           |                       |                        |   |                             |   |            |                |   |
|-----|--|---------------------------|-----------------------|------------------------|---|-----------------------------|---|------------|----------------|---|
| KEY |  | Low Risk- Baseline Sample | Assessment<br>Methods | OBS- Observation       | Y | PD- Professional Discussion | Y | Candidates | Male (M)       | Y |
|     |  | Medium Risk- Baseline x3  |                       | PJ- Project            | Y | WT- Witness Testimony       | Y |            | Female (F)     | Y |
|     |  | High Risk- Full Sample    |                       | RA- Reflective Account | Y | UPK- Knowledge              | Y |            | Adjustment-ADJ | Y |