



## **1<sup>st</sup> for EPA Ltd Internal Quality Assurance Sampling Strategy**

### **1. Policy Purpose**

The internal quality assurance sampling strategy involves reviewing the quality of assessor judgements at both interim and summative stages. This includes reviewing apprentice assessment material perhaps before decisions have been made on any element of end point assessment (EPA).

It will include checking the planning, review and feedback given to apprentices by assessors and will enable the IQA to evaluate the quality of guidance on assessment and to pick up any problems at an early stage. It will also highlight individual assessor needs, which in turn may be used to develop the assessment team. The IQA will achieve this by good planning, which must in part include observing assessor performance.

### **2. Sampling Strategy**

Correct sampling should entail reviewing the quality of the assessment judgement by evaluating how assessors have reached those decisions. The internal quality assurer must be able to follow an audit trail, which clearly demonstrates that assessors have checked that the evidence presented meets the rules of evidence.

Evidence must be confirmed by assessors as:

- **Valid** – relevant to the standards for which competence is claimed.
- **Authentic** – Produced by the learner.
- **Current** – Sufficiently recent for assessors to be confident that the same level of skills, understanding or knowledge exists at the time of claim.
- **Sufficient** – meets in full all the requirements of the standards.

#### **Factors IQAs need to consider:**

##### **Apprentices**

Ethnic origin, age, gender, other factors, particular assessment requirements, etc. Every apprentice's work must be sampled.

##### **Assessor**

Experience and qualifications, workload, occupational experience, CPD, evidence of countersigning assessors supporting unqualified assessors.

##### **Methods of assessment**

Observation, testimony, professional discussion, product evidence, assignments, projects and other methods as defined by the relevant Assessment Plan.

##### **Evidence within the qualification records**

Problem areas, particular requirements. Reports from assessors, correct assessment practices, internal quality assurance records, assessor records, learner portfolios and files.

##### **Assessment locations**

Workplace, other assessment locations, who is invigilating.

##### **Assessment process**

The IQA must sample the quality of planning, review, feedback, records and portfolio organisation when reviewing learner portfolios.

### **Sampling Plan**

The IQA must complete a sampling plan and must record any variations made to it.

It is important that the IQA looks at decisions of the assessment team in any given period (possibly on a calendar basis). The standardisation unit should be included on all sampling plans. Every apprentice must be sampled and 1<sup>st</sup> for EPA requires that final sampling must take place prior to claiming final certification.

The IQA must sample the full range of assessment methods used for any one qualification e.g. observation, witness testimony, professional discussion, reflective accounts, questioning, products, etc. It is imperative that the IQA knows the qualification thoroughly and the likely range of assessment methods and evidence sources that could be used.

The IQA must sample the full range of the assessment process from the Assessor/Learner Agreement, through planning, review, feedback and documentation and must include at least one assessor observation each year.

All assessors are to be included in the sample, but a number of other factors must be considered:

### **Experience**

If assessors are qualified and experienced it may not be necessary to look at more than one or two units per learner. If assessors have less than 12 months' experience, are new to the centre or a particular qualification, the IQA will need to sample substantially more of their decisions for the first 6 - 12 months.

### **Workload**

The IQA needs to look at the workload of each assessor so that the total sample fairly reflects the number of decisions being made by individual assessors. Increasing ratios of learners to assessors may also indicate assessment problems.

### **Assessor Concerns**

If the IQA has a particular concern regarding the assessment decisions of a particular assessor, then the ratio of sampling can be increased. This decision is at the discretion of the IQA, who then makes a judgement about when to return to the original sampling plan. The IQA should record their concern on the relevant form.

### **3. Policy Review**

This policy was last updated 4 November 2020. It will be monitored and reviewed at regular intervals and as legislation requires.