

Internal Quality Assurance Procedures for ATCs

Version 19.1



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Safety Training Awards (STA) require all centre co-ordinators to assist in meeting the requirements of our regulators in terms of monitoring the delivery, assessment and quality assurance (condition C2.3(c)) of all STA regulated qualifications that are made available. It is the centre co-ordinators responsibility to ensure that an appropriate, risk-based system of internal quality assurance is implemented which seeks to monitor all aspects of the learner journey to ensure that:

- Assessments take place in line with Safety Training Awards procedures and are fair
- Assessment decisions within the centre are reliable
- Certificates claimed are on the basis of verifiable learner achievement
- Training and assessment practices are of a high standard, and meet learner needs
- Records are maintained in line with Safety Training Awards procedures
- Learners are registered accurately and can be uniquely identified.

Roles and Responsibilities

There are four roles which are fundamental to the success of the delivery, assessment and quality assurance of STA regulated qualifications. Where permitted by Safety Training Awards, and in line with the conflict of interest policy some of these roles may be performed by the same person, please see the Approved Training Centre (ATC) manual and the policies section on the Safety Training Awards website for further details.

Tutor and Assessor

The course tutor and / or assessor may also wish to fulfil the role of centre co-ordinator, where an independent assessor is required within the qualification specification, this role must be performed by an individual who is independent of both the tutor and quality assurer.

- To plan, deliver and assess qualifications that they are registered to tutor / assess in line with Safety Training Awards qualification specifications, assessment guidance, Safety Training Awards policies and procedures and any relevant Sector Skills Council or Industry Body assessment strategy
- Ensure delivery and assessment activities meet the needs of the learner, keeping the learner fully informed of the assessment process, requirements and when this will be taking place
- To maintain accurate, authentic, up to date records of the training and assessment that has taken place in line with Safety Training Awards requirements
- To make learners aware of Safety Training Awards policies and procedures, especially those relating to equal opportunities, reasonable adjustments, special considerations, complaints and appeals
- Comply with any relevant legislation, including that for health, safety and welfare, equality, and GDPR and data protection 2018
- Report any concerns relating to tutor, assessor or quality assurer performance or conduct and any concerns of malpractice or maladministration to Safety Training Awards immediately in line with our malpractice and maladministration policy
- Provide timely, constructive and accurate feedback to learners in respect of their performance
- Maintain own competency and currency through keeping qualifications up to date (as detailed in the qualification specification and assessment strategy) participating in appropriate professional development and standardisation activities.

Internal Quality Assurer (IQA)

- Plan and execute internal quality assurance activities in line with Safety Training Awards procedures, qualification specification, and applicable Sector Skills Council and Industry Body requirements
- Keep accurate, authenticated and up-to-date records of planned and completed internal quality assurance activities in line with Safety Training Awards requirements and GDPR legislation
- Develop sampling plans which use appropriate methods to monitor the quality of assessment, in line with Safety Training Awards procedures, Sector Skills Council and Industry Body requirements
- Ensure an effective system of recording learner achievement is in place and the delivery and assessment processes are implemented by the tutors and assessors in line with Safety Training Awards requirements and procedures
- Advise and standardise assessors on the appropriateness of assessment evidence with regard to level, validity, authenticity, reliability, consistency and sufficiency
- Sample assessments to assure assessors' judgements, ensuring that they are impartial, consistent, fair and reliable
- Observe assessors carrying out assessment activities with learners and providing feedback
- Interview learners
- Report any concerns relating to tutor, assessor or centre co-ordinator performance or conduct and any concerns of malpractice or maladministration to Safety Training Awards immediately in line with our malpractice and maladministration policy
- Maintain own competency and currency through keeping qualifications up to date (as detailed in the qualification specification and assessment strategy) participating in appropriate professional development and standardisation activities
- Provide standardisation activities for assessors to ensure consistency in the assessment process, ensure that any appropriate corrective action is taken where necessary
- Take part in the formal stages of any appeal when required
- Liaise with the centre co-ordinator to provide samples for external quality assurance monitoring, as required by Safety Training Awards
- Provide the centre co-ordinator, tutor, assessor and Safety Training Awards with feedback as appropriate
- Provide support, guidance and action plans to assessors in light of quality assurance activities
- Undertake any remedial action as required by Safety Training Awards as a result of EQA activities within the timeframe dictated by Safety Training Awards
- Share good assessment practice between all tutors / assessors
- Ensure resources are available that assessment can be performed accurately and appropriately
- Check tutors and assessors have the appropriate qualification, competence and are up to date in line with the qualification specification and appropriate assessment strategies.

Centre Co-Ordinator

- Ensure that the ATC agreement, legislation, including that for health, safety and welfare, equal opportunities and GDPR, Safety Training Awards policies and procedures and requirements, including those of Sector Skills Councils and Industry Bodies, where appropriate are adhered to at all times during the training, assessment and quality assurance monitoring of STA regulated qualifications
- Be the authoritative point of contact for all courses registered on your STA Online account
- Ensure all sites meets the requirements for the delivery of the qualification, is healthy, safe and fit for purpose, this includes completing / having sight of appropriate risk assessments
- Retain all required paperwork, including evidence of valid assessment and quality assurance monitoring that has taken place, data retention requirements (see appendix I)
- Ensure all learners are registered in a timely fashion in line with Safety Training Awards procedures
- Ensure all learners registering on to the course have the correct pre-requisites
- Ensure all learners are aware of the requirements, policies and information that is applicable to them for the qualification they are undertaking
- Ensure that all the equipment required is made available and is in a good state of repair in line with the qualification specification
- Ensure that sufficient numbers of appropriately qualified tutors, assessors and quality assurers to guarantee that STA regulated qualifications are delivered and assessed in line with the qualification specification
- Liaise with Safety Training Awards to arrange an EQA visit / request for sampling and make any necessary arrangements as required by Safety Training Awards
- Be available during the visit and ensure that all evidence related to learners' portfolios and assessment, the internal verification and quality assurance processes are available
- Receive feedback at the end of the visits
- Receive the report of the visit and disseminate its findings to appropriate individuals
- Ensure that there is no conflict of interest within the quality assurance, tutoring, assessing and invigilating teams, all conflicts of interest must be managed in line with Safety Training Awards conflict of interest policy
- Report any concerns relating to tutor, assessor or centre performance or conduct and any concerns of malpractice or maladministration to Safety Training Awards immediately in line with our malpractice and maladministration policy
- Assist Safety Training Awards and regulatory bodies with any investigations or requests for information which are deemed necessary
- Address any action points within the time frame agreed between the centre co-ordinator and Safety Training Awards
- If for any reason the course cannot be completed, make arrangements for learners to continue their learning at another site without extra cost or inconvenience
- Ensure any information communicated to potential / current learners is accurate and up to date.

External Quality Assurer (EQA)

External quality assurers (EQA's) are assigned by Safety Training Awards. A full explanation of the role and responsibilities of an EQA can be found in the centre quality assurance section of the ATC manual. What follows is a summary of the ways this individual engages with centre co-ordinators and internal quality assurers.

- Plan external quality assurance activities and communicate these with the centre co-ordinator and internal quality assurers (IQA) involved in accordance with Safety Training Awards external quality assurance procedures
- Monitor the delivery, assessment and quality assurance procedures implemented by Safety Training Awards centre co-ordinators and IQAs
- Provide feedback and support for centre co-ordinators and IQA's, including providing a written report, action plans and recommendations where appropriate
- Monitor the completion of action plans and recommend sanctions to Safety Training Awards where necessary
- Standardise assessment and quality assurance practice between IQAs and assessors.

Internal Quality Assurance Procedures

All centre co-ordinators are responsible for implementing a robust procedure for quality assuring the work of the tutors, assessors and IQAs they engage.

Upon registering each course, in line with Safety Training Awards procedures, the centre co-ordinator is responsible for appointing a tutor, assessor (where necessary) and an IQA. The roles each of these individuals is responsible for fulfilling is detailed above. Remuneration of these individuals is the responsibility of the centre co-ordinator.

Once appointed, the IQA is responsible for creating a sampling plan, (see appendix II) detailing the assessment evidence that will be scrutinised as part of the quality assurance activity. There are three methods the IQA can use to assure the quality of assessment:

- Sampling assessment evidence
- Observation of delivery and assessment practice
- Feedback from learners.

It is not necessary for the quality assurer to use each of these techniques during each activity, but all techniques must be completed by the IQA during each twelve-month period. The exact frequency will depend on the number of courses that an assessor is delivering, and the risk posed to the delivery and assessment process. Those tutors and assessors who are assessed as being high risk will require additional observations and larger samples of assessment evidence scrutinised. Our Quality Assurance Team are happy to provide support. Sampling of assessment evidence should be carried out sufficiently and frequently so that the sample size is manageable. Details of how to carry out each activity is included below.

Sampling Assessment Evidence

The IQA must carefully plan their sample to ensure that the sample is large enough to make an accurate decision relating to the quality of assessment evidence and the sample covers all types of learners, assessment evidence, methods of assessment, assessment locations etc. This way the quality assurer can be assured that the sample is representative of the assessment population and that the evidence not reviewed is likely to be the same standard. The IQA must complete a sample plan to demonstrate the quality assurance activities that have taken place. This must be retained for inspection by the EQA. A sample plan must be completed for each qualification and may cover more than one assessor.

Determining Sample Size

The sample size should be determined based on the risk of an incorrect assessment decision being made, the greater the risk, the larger the sample needs to be. For an assessor assessing their first three courses, the sampling rate should be 100%, to ensure that accurate assessment decisions are made. If the assessment decisions are found to be accurate after three courses, sampling can take place as below:

In the following circumstances a minimum sample of 50% (or 6 learners, whichever is the greater) would be deemed appropriate (high risk):

- The assessor is inexperienced, or the qualification is new to the centre / tutor / assessor
- The assessor received a large number of action points during the last quality assurance activity
- There has been an issue identified within previous samples
- The assessor has not engaged with standardisation or CPD within the last 12 months
- There have been complaints or successful appeals within the last 12 months
- Other identified factors, which would constitute a high risk.

In the following circumstances a minimum sample of 25% (or four learners, whichever is the greater) would be deemed appropriate (medium risk):

- The assessor has some experience
- There were action points within the last quality assurance activity
- The assessor has limited evidence of standardisation and CPD
- Other identified factors, which would constitute a medium risk.

In the following circumstances a minimum sample of 10% (or three learners, whichever is the greater) would be deemed appropriate (low risk):

- The assessor, tutor and centre co-ordinator are experienced (two or more years)
- There were no action points identified during the last quality assurance activity
- The assessor is current and has evidence of completing appropriate CPD and standardisation within the last 12 months.

Planning the Sample

The sample should be selected randomly, all learners should have an equal chance of being selected. When selecting a sample, the internal quality assurer must ensure the sample covers:

- All the different methods of assessment used within the qualification delivery
- Quality assuring all units (paying specific attention to high risk or difficult units)
- All different types of evidence
- Learners that have passed and those which are referred (if applicable)
- All assessors
- All geographic areas and assessment locations.

The internal quality assurer must justify the selection of their sample to the external quality assurer.

Making Judgements Relating to Assessment Evidence

Judgements relating to the quality of assessment evidence must be recorded on the internal quality assurance performance report (appendix III), this must be completed via the ATCs synergy account. This form can be used for recording the results of quality assurance for the whole sample. The evidence that has been reviewed must be recorded in the report. The IQA must satisfy themselves that the evidence meets the requirements that are stipulated in: the tutor manual, the qualification specification, assessment guidance documents and assessment strategies from Sector Skills Councils and Industry Bodies, and the assessment has taken place in line with Safety Training Awards procedures. They must also satisfy themselves that the assessment evidence is:

Criterion	Possible evidence available (this list is not exhaustive)
Valid	<ul style="list-style-type: none"> • Does the evidence relate to the assessment criteria? • Were the conditions of assessment correctly implemented? • Was the correct equipment provided (this includes participants of an appropriate standard for aquatic qualifications)?
Authentic	<ul style="list-style-type: none"> • Has both the assessor and learner signed the appropriate paperwork? • Has evidence of identification seen been recorded on the application form by the tutor? • Do learner name / signature match across all paperwork? • Has the authenticity statement been signed by the learner?

Sufficient	<ul style="list-style-type: none"> • Has the assessment been marked in accordance with Safety Training Awards guidance and answer sheets? • Have any incorrect / insufficient answers been addressed by verbal questioning / supplementary answer sheets?
Current	<ul style="list-style-type: none"> • Has the latest version of documentation been utilised? • Are the assessors qualified in line with the assessment strategy? • Has the assessor got a record of their professional development?
Reliable	<ul style="list-style-type: none"> • Has the assessor undertaken standardisation activities? • Has the assessment been marked in accordance with STA guidance and answer sheets?

In addition to assessment evidence, the IQA must also check the learner has been registered on the course, has fully completed an application form, has met all necessary pre-requisites and there is sufficient information to ensure learners are uniquely identifiable. Copies of qualification certificates must also be seen for tutors and assessors, ensuring that they are up to date and meet the requirements of the qualification specification. If the learner has changed their name, evidence of this (such as marriage certificate or deed poll) is required. Original copies of certificates must be seen.

Course timetables, lesson planning and registers should also be seen to ensure that any minimum learning hours have been completed by each learner.

The results of the sample must be recorded in the report. The comments box must be utilised to identify points of evidence to support the decision. Generic statements should be avoided. The EQA will need to see an auditable trail linking the quality assurer's decision and the learner's evidence.

Any 'Requirements not met' responses must be accompanied by an action point which is referred back to the assessor and centre co-ordinator. Certification is not to be claimed until action points have been addressed to the satisfaction of the IQA. IQAs may use the paper-based forms to document their evidence, however this information must be transferred to the ATCs synergy account so there is a full audit trail for external quality assurance purposes.

Observation of Delivery and Assessment Practice

Appropriate planning for observation is extremely important in order to ensure an informed quality assurance judgement can be made during the assessment process. Observation must cover:

- A minimum of one hour of delivery, covering both practical and theoretical aspects of the course
- Briefing of learners undertaking assessment
- Assessment observation, covering a variety of assessment methods
- Feedback given to learners following the assessment process.

The IQA must ensure they are positioned so that they do not impede the assessment process in any way but are still able to hear the learners and assessors clearly. Where more than one assessment is taking place at one time, the internal quality assurer may observe the whole assessment process but should allocate additional time to do this effectively.

The IQA must ensure that delivery and assessment is conducted in line with Safety Training Awards procedures and guidance, this information is available in the qualification specification for each discipline <https://www.safetytrainingawards.co.uk/qualifications/>. The IQA should gather sufficient evidence for each of the criteria on the form to satisfy themselves and to provide an auditable trail for the EQA, that procedures and assessment strategies have been followed and that the criteria has been met. Any 'Requirements not met' response must be accompanied by an action point for the assessor. Certification is not possible until the action points are addressed. Any concerns should be addressed to the EQA, or in their absence, Safety Training Awards Quality Assurance Team.

Sufficient time should be allowed to feedback to the assessor, centre co-ordinator and tutor following the completion of the observation.

Feedback from Learners

Gaining feedback from learners can take place following observation of assessment practice. Feedback sessions should be arranged once the delivery and assessment are complete, and learners have received their feedback, so they are in a position to provide informed opinions on the whole learner experience.

Learners should be selected randomly to participate in a feedback interview, whilst there is no minimum number of learners required, the IQA should be satisfied that the sample they select are willing to participate and the group is adequately represented. It is advisable that the interview is conducted without the tutor or assessor present in order to gain honest feedback.

The results of the interview should be recorded on the form, learner interview (appendix III) via the ATCs synergy account. The responses of the learners must be recorded verbatim, the IQA is looking to assure themselves that learning hours have been met, procedures relating to the delivery and assessment of STA regulated qualifications have been adhered to and the assessment was conducted fairly. Any actions required should be noted and fed back to the tutor, assessor and centre co-ordinator.

Reporting Procedures

The results of the quality assurance activity should be recorded on the 'IQA Performance Report' via the ATCs synergy account. These should be fed back to the tutor, assessor and centre co-ordinator once the activity has been completed. Any action points must be addressed to the satisfaction of the IQA before certification is claimed.

The completed forms must be submitted via the ATCs synergy account as soon as possible after the activity is complete. Failure to do so may delay certification.

Any concerns relating to tutor or assessor performance or conduct must be reported to Safety Training Awards immediately. Where performance of a tutor or assessor falls below the standard required Safety Training Awards are able to suspend or withdraw status or require individuals to undertake additional training.

Any suspected malpractice or maladministration must be reported to Safety Training Awards immediately.

Any disputes relating to the quality assurance process will be dealt with in line with Safety Training Awards enquiries and appeals policy.

Standardisation

Standardisation is an important part of the internal quality assurance process as it helps ensure that assessment decisions within the centre are reliable and fair. It is the responsibility of the IQA to standardise assessment practice amongst the assessors that they work with. This can be achieved in many ways:

- Observing assessment practice and providing feedback
- Less experienced assessors shadowing experienced colleagues
- Assessor meetings, where guidance and assessment requirements are discussed
- Attending Safety Training Awards standardisation sessions as and when required.

Assessors must keep a record of the standardisation they have attended as this information will be required by the EQA.

IQAs are required to undertake standardisation which will be arranged by Safety Training Awards EQA's.

Continuing Professional Development

It is essential that assessors keep themselves up to date with the subject they are going to be assessing and also assessment practice. Evidence of engaging in CPD on an annual basis will be required by both the IQA and EQA. Evidence of professional development may be wide ranging, it must be relevant to the role being undertaken and should demonstrate the maintenance of competence.

Some examples could include:

- Copies of qualification certificates
- Attendance certificates from workshops / seminars or courses either external or in house
- Completion certificates from online or distance learning programmes
- Professional body membership
- Copies of relevant articles / reading or research undertaken
- Technical / news notices issued by Safety Training Awards
- Conference programmes or attendance certificates
- Meeting minutes
- Attendance at Webinars
- Record of shadowing/observing peers. Please see appendix V for a template CPD record.

Conflicts of Interest

All individuals who are involved in the administration, delivery, assessment or quality assurance of Safety Training Awards qualifications are required to complete and sign a conflicts of interest disclosure form, which is required to be kept up to date. Conflicts of interest are a high-risk area to regulators, so therefore it is vital that all potential or actual conflicts of interest are disclosed at the earliest opportunity so that they can be managed effectively. Please refer to Safety Training Awards conflicts of interest policy for further information.

The following situations could lead to perceived or actual conflicts of interest (this list is not exhaustive):

- Assessors / internal quality assurers assessing / quality assuring members of their own family;
- Tutors / assessors quality assuring their own work
- Personal relationships with family members or friends linked to centre personnel and/or learners that could influence decision making and qualification outcomes
- Assessors or IQAs assessing/quality assuring their own work and/or members of family and friends
- Subcontracting tutors, assessors and IQAs from another Approved Training Centre (ATC)
- Agreeing to fulfil the mandatory roles in more than one Approved Training Centre (ATC)
- Business or commercial interests linked to a centre and/or Safety Training Awards that may affect professional judgement
- Mutually beneficial arrangements with centre and Safety Training Awards personnel which may compromise an individual's ability to make reliable and professional judgements
- Where favourable arrangements have been negotiated, for example supplying information to certain individuals and/or groups who are preparing for or carrying out an assessment
- A person connected with a centre and/or Safety Training Awards who are engaging in some capacity or have a material financial interest in a business or enterprise that compete with Safety Training Awards
- A centre has an interest in any activity which has the potential to lead it to act contrary to its interests in the development, delivery and award of qualifications in accordance with the conditions of the centre.

The existence of interests such as those above does not necessarily imply conflict but is likely to give an appearance of conflict and as such should be declared to Safety Training Awards by completing and submitting the conflict of interest disclosure form which is available via the ATCs synergy account.

Additional Information

Please refer to the Safety Training Awards website <https://www.safetytrainingawards.co.uk/news/> to keep up to date with any news, updates, guidance and support regarding ATC processes and requirements. For any queries regarding internal quality assurance monitoring activities within your ATC please contact your allocated centre administrator or you can email your questions to qualityassurance@safetytrainingawards.co.uk.

Further Reading

- Chartered Institute for the management of Sport and Physical Activity (CIMSPA) <https://www.cimspa.co.uk/>
- First Aid Awarding Organisation Forum Assessment Principles for Regulated First Aid Qualifications
- Gravells, A. TAQA
- Joint Awarding Body Guidance https://qualifications.pearson.com/content/dam/pdf/NVQ-and-competence-based-qualifications/2010/Assessment-and-verification/181548_uk_qualifications_nvq_ri_guidance_70423.PDF
- National Occupational Standards <https://www.ukstandards.org.uk/Pages/index.aspx>
- Ollin and Tucker, The vocational Assessor Handbook
- Pontin K, The City & guilds Practical Guide to Quality Assurance
- Skills Active <http://www.skillsactive.com/standards-quals/assessment-strategies>

Appendix I

Data Retention Requirements

Please see the table(s) below for further guidance on the minimum retention period. It is at your own discretion how long you wish to retain the documentation after the minimum requirement (detailed below).

Swimming Teaching Qualifications

Qualification Title	Retain for Lifetime of Qualification
Award in Swimming Teaching (no expiry, retain for the maximum period)	5 Years
Certificate in Swimming Teaching (no expiry, retain for the maximum period)	5 Years
Baby and Pre-School Award (no expiry, retain for the maximum period)	5 Years
Baby and Pre-School Diploma (no expiry, retain for the maximum period)	5 Years
People with Disabilities (no expiry, retain for the maximum period)	5 Years
Aquatic Tutor Status	3 Years

Lifesaving Qualifications

Qualification Title	Retain for Lifetime of Qualification
Pool Lifeguard	2 Years
Safety Award for Teachers	2 Years
Pool Emergency Responder	2 Years
Open Water Safety	3 Years
Lifesaving Tutor Status	3 Years

Pool Plant Qualifications

Qualification Title	Retain for Lifetime of Qualification
Pool Plant Operations	5 Years
Swimming Pool Water Treatment	5 Years
Swimming Pool Water Testing	5 Years
Pool Plant Tutor Status	3 Years

First Aid Qualifications

Qualification Title	Retain for Lifetime of Qualification
First Aid at Work	3 Years
Emergency First Aid at Work	3 Years
Paediatric First Aid Award	3 Years
Emergency Paediatric First Aid Award	3 Years
CPR and AED	2 Years
CPR and Anaphylaxis	2 Years
First Aid Tutor Status	3 Years

Health and Safety Qualifications

Qualification Title	Retain for Lifetime of Qualification
Fire Marshall	3 Years
Safe Moving and Handling	3 Years
Fire Safety Tutor Status	3 Years
Manual Handling Tutor Status	3 Years

Course documentation and assessment evidence can be stored either in hard copy form or electronically. How you choose to retain the information is entirely your choice.

Please note: The above requirements are subject to change, dependent upon current legislation.

Appendix II



Internal Quality Assurance (IQA) Sampling Plan

IQA Name	Kate Holland		Site Name	Swimming Pool and Fitness Centre
Qualification Title	STA Award in Swimming Teaching		Course Reference Number	012345
Sampling Time Period	18/8/2018	24/8/2018		

Tutor/Assessor Name or STA Reference Number	Learner Name or STA Reference Number	IQA Date		Units Sampled	Sample Type (portfolio, practical marking sheet, worksheets or tutor assessed skill sheet)	IQA Report Number	IQA Signature on Date of IQA
		Planned	Actual				
Tutor-Ian Smith Assessor- Jennife+	Joe White	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	Observation of Sessions and Practical Exam/Portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Chris Willis	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	Observation of sessions and Practical Exam/Portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Leanne Meadow	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	Observation of Sessions and Practical Exam/Portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Jane Riley	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	Observation of Sessions/ Practical Exam and portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Thomas bates	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	Observation of sessions/ Practical Exam and portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Lee Wright	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	Observation of sessions/ practical exam and portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Josh Wood	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	Observation of sessions/ practical exam and portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Jenny East	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and Post Course +	All	observation of sessions/ practical exam and portfolio +	ATC0000 IQA1	Kate Holland
Tutor-Ian Smith Assessor- Jennife+	Jemima Proudler	23/8/18 and 24/8/2018 +	23/8/18 and 24/8/18 and post Course +	All	Observation of sessions/ practical exam and portfolio +	ATC0000 IQA1	Kate Holland

Assessor Na	Status	Date of Sampling	Qualificatio	Learner Name	1.1	1.2	1.3	2.1	2.2	2.3
Ian Smith	N	01/08/2018	STA FAW	Joe White	Y				X	
				Chris Willis		Y				X
				Leanne Meadow			Y			
				Jane Riley				Y		
Ian Smith	N	01/08/2018	STA FAW	Thomas Bates			X			
				Lee Wright				X		
				Josh Wood	X				X	
				Jenny East		X				X
Key: Assessor Status										
Q = Qualified										
NQ = Not Qualified										
N = New Tutor/Assessor										
Please note:										
In the assessment criteria cells, change the criteris as applicable to the qualification.										
When sampling has been completed please replace X with Y										

Please note: The sample plan above covers each unit for the chosen qualification, however the IQA has planned not to review every unit for every learner, this may be due to the risk.



Internal Quality Assurance (IQA) Assessor Observation Performance Report

IQA Name	Kate Holland	Assessor Name	Jennifer Dean
Qualification Title	STA Award in Swimming Teaching	Course Reference Number	012345
Unit Number	Unit 5		

Describe the activity in this course that was undertaken during the observation. Please note any special circumstances.

Observation of the practical assessment process and the feedback given to learners

Did the assessor...	Evidence	Result
Remain as unobtrusive as reasonably practicable?	Yes- the assessor was on poolside during the practical assessment session and remained unobtrusive to the lesson.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have any evidence of planning and preparation of the assessment?	Yes- emails were exchanged before the course with details of timetable/teaching stations and the learners on the course. The assessor arrived with all delivery and assessment information.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure the assessment supported the learners' progress?	Yes- the process was explained to all learners and any specific needs were met.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have up-to-date awarding organisation documentation and assessment criteria to complete the assessment?	Yes- all the up to date paperwork for the course was completed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Give the learner clear information on the assessment process, relevant policies and procedures, and was their understanding of these confirmed?	Yes- this was explained at the outset.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Accurately judge the quality of evidence for validity, sufficiency and reliability, in line with Safety Training Awards assessor guidance and the qualification specification?	Yes- notes and pointers were given about the validity. One class had to be moved around as not enough swimmers turned up and notes were given on the provision of written work and requirements.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Provide feedback to learners that is constructive, affirms achievement and identifies any further implications for learning, assessment and progression?	Feedback given was very positive and constructive but also corrective and allowing learners to build their experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Make an assessment decision that is consistent with Safety Training Awards' qualification specification and answer key/assessor guidance as appropriate?	Yes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have evidence that the tutor has checked each learner's pre-requisites?	Yes- course administrator provided a file with all details and pre-requisite evidence.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Complete assessment records as required by Safety Training Awards, including being signed and dated as appropriate?	Yes- all assessment paperwork was completed and required.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that requirements for equality and diversity and, where appropriate, bilingualism, were considered during assessment?	Yes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that training activities meet the needs of learners and the requirements of the qualification?	Yes- thorough checking of the requirements and full discussion with tutor and IQA. The assessor is very experienced and shared a wealth of knowledge with both the tutor and the learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Identify if there was a conflict of interest or not? If so, was it declared to Safety Training Awards?	No conflicts.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that the procedures for confirming learners' identities and authenticity of assessment evidence were adhered to?	Yes- provided full evidence via the course administrator.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that the training hours have been verified, and that course planning indicates that the minimum course contact hours (where applicable) were adhered to?	Yes- checked the timetable and discussed with the tutor.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Ensure that there were suitable resources available for course delivery and assessment, in line with the qualification specification (including participants for swimming teaching qualifications, if applicable)?	Yes- the assessor observed a theory session and discussed learner experience with some learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Give learners the opportunity to give feedback relating to their learning and assessment?	Yes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Feedback for the Assessor

Thorough process carried out which is very learner centered. Excellent feedback given to the learners and the tutor.

Does the evidence submitted meet the assessment criteria?

Yes- the evidence submitted is the formal observation records and these are in line with the course requirements and are all signed by all appropriate personnel including the learners. Other evidence is retained in folders by the course administrator.

Assessor Comment

This is Ian Smith's first course, he has done a very good job getting 9 learners ready for their assessments.

IQA Name	Kate Holland	Assessor Name	Jennifer Dean
IQA Signature	Kate Holland	Assessor Signature	Jennifer Dean
Date	24th August 2018	Date	24th August 2018



Internal Quality Assurance (IQA) Tutor Observation Performance Report

IQA Name	Kate Holland	Tutor Name	Ian Smith
Qualification Title	STA Award in Swim Teaching	Course Reference Number	012345
Unit Number	Unit 5		

Describe the activity in this course that was undertaken during the observation. Please note any special circumstances.

Observation of Theory Session - Tutor delivering slide show accompanied by class discussion and Q+A session.

Did the tutor...	Evidence	Result
Provide evidence of planning and preparation for the course?	Yes - discussion with tutor prior to the session where planning for the next session was evident.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that the learning style met the learners' needs?	This particular session was good for aural, visual, verbal and social learners.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that learners had access to course resources?	All the learners had access to course manuals and portfolios and writing materials. All could clearly see the slides which were projected to the wall.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Make sure that learners had access to the site's facilities?	Yes - all facilities were clearly accessible.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Ensure that learners provided pre-requisite evidence?	Yes - this was all available in a folder held securely in the office. Observed and checked.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Make good reference to the course manual?	Yes - the tutor had the course manually all indexed and continually referred the students to pages within the manual. Observed and checked.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that the learning environment met the learners' needs and complied with Safety Training Awards' requirements?	All learners were seated in an aired ventilated room with table space for writing. All could see the slide show. A flip chart was also available in the room.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that the minimum guided learning hours for the course were adhered to?	A detailed timetable was available for the course and the course was running to schedule.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Give specific feedback to each individual learner?	Not applicable to this specific session.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have up-to-date knowledge of the course that they were delivering?	Yes for this specific session.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Develop opportunities for learners to apply their new knowledge and skills?	Yes - scenarios were discussed and learners allowed to share experience and views.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Ensure that learners were given clear information on the course assessment process?	Yes - the tutor had available an up to date assessment strategy document and candidates were clear in interviews how they would be assessed.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Have access to operating procedures and risk assessments?	Yes - these had been printed off and were available in a folder - Observed all relevant policies were included.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Feedback for the Tutor

Good session, nice steady pace of delivery and covered all points in required detail. Allowed two way discussion using Q+A and providing story examples from experience to illustrate and pull out key points. Also allowed learners to share their experience of teaching and dealing with different age groups. Possible ideas for future sessions - split to small groups, provide scenario examples, role play the scenarios and then get the learners to feed back to the group as a whole on the experience.

Tutor Comment

I am very happy with how my IQA observation went and with the feedback provided.

IQA Name	Kate Holland	Tutor Name	Ian Smith
IQA Signature	Kate Holland	Tutor Signature	Ian Smith
Date	23rd August 2018	Date	23rd August 2018

Internal Quality Assurance (IQA) Learner Interview Record



Learner Name	Joe White	Qualification Title	STA Award in Swimming Teaching
IQA Name	Kate Holland	Course Reference Number	012345
Tutor Name	Ian Smith	Site Name	Swimming Pool and Fitness Centre
Assessor Name	Jennifer Dean	Interview Date	23rd August 2018

Question	Response Given by Learner	Action Required
How were you welcomed to the course?	Beautifully- on the first day we went straight upstairs. Tutor 1 explained the first part of the course and we were given ample opportunity to ask questions.	None
When did the course begin?	11th August- Safeguarding was completed on the first day.	None
What were the start and finish times?	10.30am to 6pm each day. There was a detailed timetable and the course ran to plan.	None
How were you made aware of the course?	My employer	None
Were you made aware of any reasonable adjustments or special considerations?	Not made aware but wouldn't need this so may have brushed over me if it was mentioned.	None
If you identified any reasonable adjustments or special considerations, were they made for you?	N/A	None

Were you made aware of health and safety requirements?	Yes we went through all the pool rules and did risk assessments. We were all lifeguards so everything was checked.	None
Were you made aware of the complaints and appeals procedure?	No	None
When did you receive your course manual?	Before the course started.	None
What resources did the tutor have access to and use during the course?	Slide shows, manuals, answer booklet for questions.	None
Were you made aware of what was expected of you and how you would be assessed?	Yes- made fully aware	None
When did the assessment take place?	Swimming pool and fitness centre	None
Did the tutor go through your worksheets and portfolios with you?	Yes- she is marking portfolio now.	None
Did the tutor give you feedback throughout the course?	Yes- option was given to request 1-1 feedback at any point and 1-1 feedback was given away from the rest of the group as well as group feedback.	None
Did the assessor give you feedback after the assessment?	Yes	None
If so, how was this feedback given to you?	Option was given to have feedback 1-1 or as part of the group.	None
Have you signed any documentation to confirm your completion of the course?	Yes	None
Do you feel that the qualification will help you in your work now, and in the future?	Yes	None

I agree that the contents of this record are an accurate reflection of my interview and may be shared with my assessor.

Learner Name	Joe White	IQA Name	Kate Holland
Learner Signature	Joe White	IQA Signature	Kate Holland
Date	24th August 2018	Date	24th August 2018
EQA Name	Ellie Elliott		
EQA Signature			
Date			

Once completed please submit this report to STA at iqareports@sta.co.uk.

Please note: The above IQA reports are now available to complete and submit via the ATCs synergy account. Safety Training Awards recommend that you add all IQA evidence within the ATCs synergy account, this will provide the ATC and Safety Training Awards EQAs with a full audit trail of internal quality assurance monitoring activities that are completed.

Safety Training Awards have uploaded additional IQA sample documents to the website, they are available to download for further guidance: <https://www.safetytrainingawards.co.uk/resources/atc-and-synergy-resources/internal-quality-assurance-guide/>.

Appendix V

Continuous Professional Development (CPD) Record

Name	
Period From	
Period To	

Key Dates	What did you do?	What did you learn from this?	How will you use this? Any further action?

Monitoring and Review

This policy and its procedures will be reviewed regularly for improvements as part of our quality assurance requirements. This will ensure it is fit for purpose, reflects the services we deliver to our ATCs and we provide services which are relevant to the requirements of individual needs.

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