



Centre Quality Assurance Policy & Procedure

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Monitoring and review

This policy will be reviewed by the Senior Leadership Team every year depending on future JCQ guidance.

Centre Quality Assurance Policy & Procedure

1. Statement of Intent

This policy responds to JCQ guidance for the award of qualifications in 2021. It incorporates principles for the quality assurance of the assessment and submission of student grades to awarding organisations. It will ensure transparent, objective and evidential awards of Teacher Assessment Grades (TAGs) it will also reference quality assurance processes and procedures which underpin awards to be assessed as intended.

The policy is designed to ensure the following:

- Teacher assessed grades are determined transparently, consistently and fairly within and across departments.
- Effective processes are clearly understood and followed by all staff engaged with the process of assessment and award.
- All staff involved in the process clearly understand their roles and responsibilities.
- Teachers are supported to make evidence-based decisions in line with Joint Council for Qualifications (JCQ) guidance.
- Historical award data is effectively utilised in the process of submission for award.
- A high and consistent standard of internal quality assurance procedures are followed in the allocation of teacher assessed grades.
- Bradford College meets its obligations in relation to equality legislation.
- Bradford College meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- The process for communicating to candidates and their parents/carers how they will be assessed is clear and transparent.

2. Roles and responsibilities

This section of our Centre Policy outlines the specific roles and responsibilities in the process of assessment 2021.

Head of Centre – Vice Principal Quality & Student Experience

- Our Head of Centre, will be responsible for seeking SLT approval of the College policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for Bradford College as an examinations centre and will ensure that clear roles and responsibilities of all staff are documented and defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Heads of Department

Our Heads of Department will:

- Support the Head of Centre in the quality assurance of the final teacher assessed grades.
- Ensure that all teachers within their department make consistent judgements about student evidence in determining teacher assessed grades.
- Ensure all teachers are supported in their awareness of unconscious bias and strategies for preventing any impact of this.
- Ensure teachers have the information required to make accurate and fair judgements.

- Ensure that a Head of Department Checklist is completed for their department (to supplement and support the Curriculum Cohort declarations provided by curriculum staff)
- Ensure that internal standardisation processes are completed, including the authentication of proposed outcomes from single teacher subjects.

Quality Department

Our Director of Quality will:

- Ensure an effective approach to quality assurance across departments.
- Be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- Administrate Exam Boards to consider Teacher Assessed Grades prior to submission to the Awarding Organisation
- Administrate a fair and transparent Appeals process

Tutors

Our tutors will:

- Ensure they conduct assessments in line with this Centre Policy and guidance from the Joint Council for Qualifications
- Provide teacher assessed grades for each student they have entered for a qualification to be assessed through this method and as ascribed by the [Ofqual tool](#)
- Ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- Make judgements based on what each student has been taught and what they have been assessed on, documenting any variance for individual students based on mitigation on access arrangements in place.
- Produce a cohort evidence declaration for each qualification and submit to the Exams Team together with TAGs.
- Securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Office

Our Examinations Team Leader will:

- Be responsible for the administration of our final teacher assessed grades and submission to the relevant awarding organisation in line with their deadlines.
- Be responsible for managing the distribution of results.
- Be responsible for uploading preliminary Teacher Assessed Grades to ProAchieve to enable the consideration of College trends by the internal Exam Board.

3. Training, support and guidance

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

The Heads of Curriculum supported by the Quality Department will ensure that all staff involved in the assessment of students through the summer term 2021 will have access to appropriate support, guidance and training. It will do this through the following mechanisms:

- Departmental briefings to consider the programme portfolio and assessment methods for each qualification.
- Provision of a suite of guidance and training resources which clearly explain the process, timescales and expectations associated with the assessment of students.

- Clear points of contact for individual queries and points of clarification.
- Regular cross-college communications relating to the assessment schedules for students.
- Regular checking of Awarding Organisation requirements and resources with key messages consolidated into a central resource bank.
- Newly Qualified Teachers will be supported in their responsibilities by the appropriate Curriculum Area Manager / Head of School to ensure all grades proposed are internally reviewed and moderated by an experienced teacher.

4. Use of Evidence

This section gives detail in relation to our use of evidence in proposing Teacher Assessed Grades. The College will ensure that all tutors reach a holistic judgement which is based on a transparent evidence bank which adheres to the following principles:

- Teachers making judgements will utilise the Ofqual Head of Centre Guidance on recommended evidence. This guidance will be appended to the cohort evidence declaration as a key resource for all staff.
- Awarding Organisation guidance will be accessible and any changes in this guidance will be widely communicated.
- Student Progress Review records will be considered in proposing a final grade for each student and will be available as part of cohort evidence.
- Assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers, will be utilised to assess student performance.
- Coursework will be utilised (even if this has not been fully completed).
- Student work will be marked in a way that reflects programme specifications and awarding organisation mark schemes. Tutors will be asked to confirm that they have utilised these core resources prior to submission of Teacher assessed grades.
- Student work produced during periods of remote learning can be included in each student's evidence bank.
- Mock exams taken over the course of study will be utilised in assessing student performance.
- Records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE will be utilised.

5. Determining teacher assessed grades

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades:

- Tutors will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Tutors will pay due attention to records of student progress throughout the academic year which will include assessment of engagement and progress towards SMART actions recorded.
- Tutors will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Tutors will produce a Cohort Evidence Declaration for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.
- Tutors will ensure that all evidence is collated and accessible for Awarding Organisations to conduct external quality assurance activities.

6. Internal quality assurance

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades. The College approach to quality assurance is built on the principles of fairness, objectivity and transparency.

In the submission of grades the Head of Centre will confirm, through the provision of a Declaration, the following steps have been followed to ensure the robustness of internal quality assurance processes:

- All tutors involved in determining teacher assessed grades have read and understood this Centre Policy document
- All subjects delivered by more than one tutor will undergo an internal standardisation process.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by the CAM or Head of School.
- All cohorts will be subject to internal quality audit prior to submission to the College's Departmental Exam Boards. This internal quality audit will review the evidence bank for each student under the audit sample to assess the validity of the judgement reached. If inconsistency is found, the sample size will grow and the CAM/HoS will be contacted. Any cohorts found to not be consistently assessed (based on evidence provided) will be referred for moderation within the department. Incidents of referral will be recorded by the Exam Board for transparency.
- The College's Departmental Exam Boards are governed by Terms of Reference that request explicit confirmation that quality assurance processes have been followed. The minutes of these Boards will be made available to Awarding Organisations as part of any external quality assurance audits.

7. Comparison of teacher assessed grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

All grades will be considered at Departmental Exam Boards prior to submission to Awarding Organisations. It is the role of the Exam Board to:

- Review compiled information on the grades awarded to students in exam series in which exams took place (e.g. 2017 - 2019).
- Consider the stability of our centre's overall grade outcomes from year to year.
- Confirm that any upward trajectory in outcomes is substantiated by evidence, including quality improvement plans and quarterly performance review outcomes.
- Review outcomes for students of different protected characteristics – paying due attention to any emerging gaps in performance.
- Record discussion regarding the comparison of outcomes for review by Awarding Organisations.
- Recommend subsequent actions to assure the Exam Board that any divergence in comparison of results to previous years can be substantiated.

8. Access Arrangements and Special Considerations

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account individual mitigating circumstances:

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) the College will ensure that these arrangements are in place when assessments are being taken.

- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, the assessment will not be used as evidence; additional arrangements will be made to gather alternative evidence.
- Where personal circumstances might have affected performance in assessments used in determining a student's standard of performance, this will be taken into account when making judgements.
- The College will record, as part of the Exam Board record and cohort evidence declarations, how any necessary variations have been made to take account of the impact of illness or personal circumstances on the performance of individual student's assessments.
- The College will ensure that judgements are made on the content delivered for each student.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

9. Objectivity

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

All staff are committed to ensuring that they fulfil their duties in relation to relevant equality and disability legislation. Senior Leaders, Heads of Department and Centre are committed to ensuring that sources of bias are removed from learning, teaching and assessment procedures. To support this, all staff involved in determining teacher assessed grades will be made aware of:

- The potential for unconscious bias to negatively impact judgement.
- The requirement that evidence presented should be valued for its own merit as an indication of performance and attainment.
- The need to ensure that teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- The risk that unconscious bias is more likely to occur when quick opinions are formed and that a key strategy in limiting this bias is to ensure time is spent considering evidence and utilising internal standardisation processes effectively.

10. Recording decisions and retention of evidence and data

This section of our Centre Policy outlines our arrangements to recording decisions and to retaining evidence and data. The College is cognisant of the need to ensure that all evidence is collated and retained in line with the College's GDPR policy.

- Heads of Curriculum will ensure that teachers maintain records that show how the teacher assessed grades process operated.
- The Quality Department will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- Declarations and checklists will safeguard the process to ensure the accurate and secure retention of the evidence used to make decisions.
- Departmental Exam Boards will ensure that the grades accurately reflect the evidence submitted.
- The Quality department will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

11. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

All staff are committed to ensuring that all students submit work for consideration that adheres to the principles of academic integrity. Plagiarism, Collusion or other incidents of academic misconduct will not be tolerated. Any tutor suspecting an incident of misconduct will not mark the work until the matter has been investigated. Robust mechanisms exist to investigate misconduct including:

- Assessing work against previous submissions to identify changes in style and standard.
- Utilisation of anti-plagiarism software to identify misconduct.
- Interviewing the students to assess ownership of the work through exploration of the academic foundations of knowledge.
- Utilisation of Awarding Organisation mechanisms and guidance for determining authenticity.

12. Confidentiality

This section of our Centre Policy details the measures in place to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential. All staff are aware that the final Student Progress Review window of the year (SPR5) will be utilised to brief students on the range of evidence used to determine the final grade.
- This Policy & Procedure, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians through the College's website.

13. Malpractice

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

Our centre policies regarding malpractice and maladministration have been reviewed to ensure they address the specific challenges of delivery in summer 2021. These challenges include, but are not limited to:

- Breaches in security relating to the storage of exam papers.
- Improper assistance to students including over direction of student's in their preparation for assessment.
- Failure to authenticate a student's work (particularly when completed through remote learning).
- Failure to support with evidence a submitted grade.
- Attempts to enter students for award who were not originally intended to complete in the summer 2021 series.
- Failure to keep accurate records of Exam Boards and teacher assessed grading.
- All staff involved have been made aware of these policies, and have received training in them as necessary.

14. Conflicts of Interest

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest to the Head of Centre for further consideration. Conflicts of interest include, but are not limited to:

- Familial relationship with an individual student
- Personal relationship with an individual student
- Previous malpractice claim regarding conduct of the member of staff or student
- Upheld complaint outcome

Our Head of Centre will take appropriate action to manage any conflicts of interest arising in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).

15. External Quality Assurance

This section outlines the arrangements we have in place to ensure assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary. During periods of annual leave, appropriate nominees have been identified.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

16. Results

This section details our approach to the distribution of results to students and the provision of advice and guidance.

- All staff have been made aware of the specific arrangements and timescales for the issuing of results in summer 2021.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Parents/guardians have been made aware of arrangements for results days via the college website.

17. Appeals

This section details the College's approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff have been made aware of the arrangements for, and the requirements of, appeals in summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Students will be appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers via the college website.

Linked policies

- Appeals on internal Assessments Policy
- FE exams policy
- Malpractice policy
- Non Examination Assessment Policy

Linked procedures

- Examination Guidance for students

Appendix A: Timeline

Below is a comprehensive timeline of dates associated with the submission and confirmation of awards during summer 2021. The items in blue are internal deadlines.

- 22 March to 22 April: Entry amendments window open for centres
- 12 April to 30 April: Window for Centre Policy submission via proforma on CAP (Centre Admin Portal)
- 19 April: Additional support materials (grading exemplification) and additional sets of questions publicly available
- 19 April to 11 June: Awarding organisations review Centre Policies and conduct virtual visits where needed
- 26 April: Entry deadline for Private Candidates
- 26 April: Departmental meetings with Quality and Exams commence
- 10 May: SPR5 opens
- 17 May: Internal Quality audits commence
- 17 May: Catch-up meeting: Departments, Quality and Exams take place
- 26 May to 18 June: Window for Teacher Assessed Grades submission opens via awarding organisations' respective portals
- 28 May: SPR5 closes
- 28 May: Submission of grades to Examination Office deadline
- 7 June: Internal Exam Boards start
- 18 June: Deadline for the submission of results to Awarding Organisations
- 18 June to 16 July: Awarding organisations conduct sample checks of evidence
- 10 August: A/AS Levels and relevant other Level 3 results day
- 12 August: GCSE and relevant other Level 2 results day
- 10 August to 7 September: priority appeals window
- 10 August to 16 August: student requests centre review
- 10 August to 20 August: centre conducts centre review
- 11 August to 23 August: centre submits appeal to awarding organisation
- 10 August to end October: majority of non-priority appeals take place
- 10 August to 3 September: student requests centre review
- 10 August to 10 September: centre conducts centre review
- 11 August to 17 September: centre submits appeal to awarding organisation