Quality Assurance and Internal Verification Policy

Frobel Education's Executive Board oversee policy and procedure for its educational services:

Policy Date: September 2026

By: Executive Board

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Policy Aims

1. To ensure the organisation's Quality Assurance procedures and processes are robust and effective

2. To set out clear roles and responsibilities for quality assurance and internal verification

3. To ensure processes and procedures are robust and effective to ensure that Internal Quality Assurance and Verification is valid, reliable and covers all assessors and programme activity

4. To ensure that the Internal Verification procedure is open, fair, and free from bias

5. To ensure that there is an accurate and detailed record of Internal Verification decisions.

Organisational Structure for Governance and Management

Our organisation is headed by our CEO, Mr Abdul Khan, and his Deputy, Wendy Bower, who is also Executive Head of Frobel Education. The Executive Board (EB) is responsible for the strategic direction and business sustainability of the organisation. It has three Members: Mr Khan, Dr Malik and Ms Wendy Bower. To monitor standards and compliance across all centres, the EB appoints staff to four Management Committees to oversee specific areas of the Organisation. Management Committees submit termly reports to the EB, setting out the details of that term's quality assurance and monitoring activities, outcomes and, where necessary, actions required.

Management Committees

The EB has appointed four Management Committees, each with a Chair and Members:

- **Safeguarding Management Committee: Chair is Ms Wendy Bower**
- **Health and Safety Management Committee: Chair is Dr Malik**
- **Data and Standards Management Committee: Chair is Mrs Redfern**
- **Finance, IT, Premises, Risk Management and Staffing Management Committee: Chair is Mr Khan**

In addition, the Organisation's Finance Sub-Committee is responsible for the successful implementation of finance policy and procedure and reports directly to the Finance, IT, Premises, Risk Management and Staffing Committee and reports to the Governing Body.

Governing Body

Frobel Education's Governing Body (GB) oversees standards and compliance across the organisation. The Chair of Governing Body is Mr Ross. The GB meets termly. The EB will make arrangements for an external governance review every 3 years: External governance reviews: guide for FE college corporations and designated institutions - GOV.UK

Details of governors can be found on our website. Frobel Education – Management and Governance | Frobel Education

Assessment Board

Ms Wendy Bower chairs the Assessment Board.

Assessment boards shall be established for each course (or cognate group of courses, which may include all courses delivered) that leads to the award of credit.

All Assessment Boards shall be committees of Frobel Education, and shall act under delegated authority of the Executive Board. At the start of each academic year, each Assessment Board should submit membership details of their Progression and Award Boards to the Data and Standards Management Committee, who will include details of membership and activity in their termly reports to the Executive Board.

Each assessment board shall be serviced by a Clerk. The Clerk will be selected from an approved list of appropriately trained staff.

Quality Assurance Plan

The Organisation sets out an annual Quality Assurance Plan that details actions and quality assurance checks that are required each month. A copy of the Quality Assurance Plan is published on our website. The plan is rag-rated to show quality assurance checks and actions completed for that month. The rag-rating is updated every month on the document published on the website.

Internal Verification

Internal verification is the quality assurance system to monitor assessment practice and decisions.

Internal verification ensures that:

- Assessment plans and schemes of work are in place to ensure full coverage of the qualification
- Assessment instruments are fit for purpose
- Assessment decisions accurately match learner evidence to the unit grading criteria and assessment guidance
- Assessors are standardised and assessment and grading is consistent across the programme.

An Internal verification schedule is agreed in time for the start of the programme to ensure that:

- All assignment briefs are internally verified before distribution to students
- A sample of assessment decisions is internally verified, covering every unit, every assessor and a range of student achievement.

Internal Verification of Assignment Briefs

Where required for a course, all assignment briefs, including Authorised Assignment Briefs (AABs) and Example Assignment Briefs (EABs) must be internally verified every year, prior to issue to the student.

Internal verification of the assignments should be carried out by a staff member who is familiar with BTEC assessment at the appropriate level and has subject knowledge within the programme area. Internal verification should always be reported and recorded. If further actions are identified by the Internal Verifier, the assessor is required to complete all actions and return it to the Internal Verifier for review and sign off. Once the assignment has been signed off as being fit for purpose by the Internal Verifier, it may be issued to the students.

The purpose of internal verification is to confirm that the brief is fit for purpose, by ensuring:

- The activities and evidence will allow the student to address the targeted learning outcomes
- The brief is written in clear and accessible language
- Students' roles and activities are vocationally relevant and appropriate to the level of the qualification
- Timescales and deadlines are appropriate
- Equal opportunities are incorporated.

Internal Verification of Assignment Decisions

Internal Verifiers must sample assessed work for each assignment to check the accuracy of assessment decisions. Internal verification of assessment decisions should be carried out by a staff member who is familiar with BTEC assessment at the appropriate level and has subject knowledge of the programme area. More sampling should be undertaken with new or inexperienced assessors and/or with new BTEC qualifications.

During the course of the programme, internal verification sampling should cover the following:

- Every assessor
- Every unit
- Work from every assignment
- Pass, Merit and Distinction achievement (a student who has not yet achieved or a referred student is also a valid selection).

Feedback from the Internal Verifier to the assessor should comment on the quality of their feedback to the student and the effective completion of documentation. The Internal Verifier should also give developmental feedback to the assessor telling them what could be improved e.g. annotation of assessment evidence to show where grades are achieved. Internal verification of assessed work should be clearly recorded. If the Internal Verifier requires action, the assessor should complete this and return it to the Internal Verifier for their review and sign off.

Internal verification of assessment decisions must not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment practice and not disadvantage students. Internal Verification must be undertaken before work is returned to the students.

Internal Verification Procedures

1. **Internal Verification of assignments**: carried out before use to ensure that they are fit for purpose, and that any recommendations are acted upon. Documented records of effective internal verification for each assignment brief is kept by the Lead Internal Verifier.

2. **Internal Verification of assessment decisions**: carried out before work is returned to students, must verify a sufficient sample of grading decisions by each Assessor, to ensure accuracy. Assessors do not internally verify their own work. Assessor feedback and support is given by the Internal Verifier.

3. **Internal Verification records**: will be correctly maintained and kept securely for 3 years after certification.

4. **Standardisation meetings**: take place where assessors, delivering the same units, review the consistency and accuracy of their assessment decisions with those of other assessors. Where any discrepancies are identified, the Internal Verifier or Lead internal Verifiers will provide support and advice.

Self-Study

Where courses require or permit self-study, the course leader will ensure they record the number of self-study hours, method of study and how the self-study is scrutinised to ensure it is entirely the work of the registered learner. Please see example below. Course leaders are reminded to refer to the Organisation's AI Policy to support them in this work. Frobel Education – Policies | Frobel Education

For example, SIA Course Learners will complete 8 hours of self-study prior to the face to face course start. The self-study consists of part of Unit One. The method of self-study is completion of workbook and self-study booklet. The self-study will be scrutinised to ensure it has been completed by the learner through the administration of a multiple choice test based on four learning objectives within Unit One. The multiple choice is administered within the Centre under the supervision of staff. This is recorded. Learners are required to achieve 70% pass rate.

This policy will be reviewed by the Data and Standards Management Committee and ratified by the Executive Board Annually.