Career Seekers Direct

Quality Assurance of Assessment Policy

Career Seekers Direct Ltd aims to provide the best quality and value teaching, learning and assessment which is delivered by specialist trainers and consultants. We strive to meet the needs of individuals and employers; working in partnership to enhance the quality of staff development.

Career Seekers Direct Ltd. is committed to providing high quality, reflective evaluation of learning, teaching and assessment to enhance the learning experience. There will be rigorous Internal Quality Assurance to ensure all aspects of teaching, learning and assessment meet the highest standards and are compliant with Awarding Organisation requirements, as applicable.

Quality assurance is fundamental to Career Seekers Direct Ltd. and is embedded in all of our teaching and learning processes, programmes and services. It guarantees the integrity and value of our teaching, learning and assessment. We ensure that quality is embedded in the design and delivery of our qualifications and programmes, and work with our learners and employers to ensure this.

This policy refers to an Internal Quality Assurer (IQA) as those responsible for quality within a qualification.

Quality Assurance Strategy

Career Seekers Direct Ltd. is committed to the following:

- Quality Meetings are held regularly for standardisation and development of best practice in teaching, learning and assessment which all relevant staff are expected to attend
- Ensuring occupational competency and expert knowledge of all teaching and quality assurance staff
- Ensuring valid, reliable and authentic assessment of learning and progress throughout the programme
- Use of CAMERA in planning sampling strategies for accredited qualifications (See Appendix 4)
- Offer every learner and employer the opportunity to provide feedback on their experience to allow reflection to recognise best practice and make improvements
- Strict adherence to the awarding organisation policies and procedures.

Strategic analysis of quality

As part of the annual quality review all external moderator reports, retention data, achievement rates, learner voice and employer surveys will be reviewed and summarised by the Director to inform planning and the Quality Improvement Plan.

The Quality Improvement Plan is designed to improve teaching, learning and assessment, meet changing demands for employers, qualification changes and updates and maximise opportunities for further business growth.

The Director will maintain electronic records for every qualification and unaccredited programme (Appendix 1)

Every trainer and assessor will be observed to ensure the best quality training. (Appendix 2 and 3)

Internal Quality Assurance

Trainers and assessors who deliver and make assessment decisions for learners undertaking accredited qualifications need support from their Internal Quality Assurer (IQA). The role and support from the IQA is of paramount importance to the overall success, achievement and positive outcomes for the qualification.

There are four main aspects to the Internal Quality Assurer (IQA) role:
• Plan, operate and evaluate internal assessment and quality assurance systems
• Support and develop trainers and/or assessors
• Monitor and improve the quality of assessment practice
• Apply policies, procedures and legislation to meet external and regulatory requirements

Further amplification of the IQA role

- Explain to delivery team why the internal moderation process needs to take place throughout the delivery and assessment of the qualification.
- Before starting the delivery and assessment, the IQA should check against the scheme of work, the qualification specification and the planned assessments, that all the learning outcomes and the ranges have been addressed. The IQA should keep accurate records of tracking of assessments from registration to certificate claims. Any refinements needed should be completed by the trainer, prior to issuing the assignments, assessments, tasks or projects to the learners.
- The IQA should formally record their findings when sampling assessments. They should check for validity, suitable tone and language of the tasks. Additionally, they should check that the tasks are fit for purpose and appropriate for the level of the qualification and presented in a manner which may be clearly understood by the learner. Interim IQA should be included in the sampling plan, so that improvement to assessment practice can be applied before the final assessment of the learner takes place.
- The IQA should check the suitability and assessment feedback including formative and summative assessments. All feedback should recognise the strength of the learner and must include areas for development to ensure stretch and challenge of every learner.

- The IQA should hold/lead regular standardisation activities/meetings with the delivery team and maintain records of meetings. It should be clear whether any actions are necessary, by whom and by when.
- The IQA should ensure that targets are based on the starting points of the individual learner and thorough initial assessment has been carried out.
- Undertake observations with the trainers and assessors and provide feedback. This is also an opportunity for the IQA to meet and speak with the learners who are undertaking the programme.
- Provide written feedback (within 2 weeks) to the trainer/assessor promptly and discuss any findings and take appropriate action.
- To ensure that trainer/assessor give learners timely feedback, i.e. within the Career Seekers Direct Ltd. guidelines of 2 weeks.
- The IQA should monitor whether issues of equality and diversity and access to assessment have been effectively identified and supported. They should provide the trainer/assessor with ideas for expanding the variety of assessment methods.
- Identify any areas for training and development for the trainer/assessor i.e. updating occupational competence, attending specific training linked with the qualification or TAQA training.
- Acknowledge, praise and share good practice, either for assessment feedback to the learner as well as the suitability of evidence presented to meet the learning outcomes and ranges.
- Re-visit any sampling which was not up to standard when the first sampling of the assessment was done.
- Maintain active support and guidance for trainer/assessor.

Accredited provision only

- Once the course has commenced and the learners are registered, the IQA should devise a sampling matrix taking into account the relevant sampling characteristics. This should follow the Career Seekers Direct Ltd. process or alternatively the requirement for sampling set by the awarding organisation.
- The IQA should make the assessment team aware of the sampling strategy and advise of dates when sampling is planned. This planning activity should be done with the cooperation of the trainer/assessor and in relation to the assessment plan i.e. scheme of work.
- Take care to sample a sufficient percentage of each trainer/assessor and to take into account any new members of staff to the team and those at risk.
- Keep to the sampling plan as much as possible. Provide written feedback to the trainer/assessor promptly and discuss any findings and take appropriate action.
- Re-visit any sampling which was not up to standard when the first sampling of the assessment was done.
- Record detailed written remarks when the sampling of assessment decisions takes place.
- IQA should ensure that appropriate support is in place for external and internal assessment.
- Keep up to date with any changes made by the awarding organisations to

processes or procedures, or the content of the qualification standards.

- The Director will keep the team informed when the External Moderator visits are planned.
- The IQA will prepare and brief the team for the External Moderator visit. Check on past action points (if applicable) and ensure that any actions have been implemented.
- The IQA should be present at the External Moderator visit to receive the feedback and agree any actions or discuss recommendations.
- Include the team in the External Moderator visit, even if it is just to introduce them. This provides the trainer/assessor with the opportunity to ask the External Moderator any questions.
- Be sure to de-brief the team once the External Moderator report is received and carry out actions or recommendation

All trainers are required to:

- Prepare the scheme of work and email to enquiries@careerseekersdirect.co.uk for approval at least 2 weeks before commencement of course
- Prepare session plans and resources and email to enquiries@careerseekersdirect.co.uk within 5 days of session
- Complete the register and email every 4 weeks (or at the end of the course if less than 4 weeks) to enquiries@careerseekersdirect.co.uk
- Collect weekly feedback from learner to inform future planning and enhance learning experience
- Maintain a folder of class records (appendix 5)
- Inform Director of any learners at risk of not achieving or with poor attendance
- Complete any other paperwork e.g. exam registration forms, awarding organisation forms
- Complete any formative or summative assessment, as required, to allow learners to achieve their qualification
- Complete any marking or tutor set assignments or class activities, as required,
- Return to Career Seekers Direct Ltd. all external assessment and examination papers fully completed and assessed ready for IQA and final submission to the awarding organisation.

Appendix 1 - Electronic course records

No	Contents List – Course Data Held Electronically by Director
1	Course approval documentation
2	Course syllabus/handbook
3	Schemes of work including assessment dates and session plans
4	IQA sampling plan and IQA reports
5	EQA reports and communications
6	Three year data trends
7	Team agendas and minutes
8	Learner information
9	Resources

Appendix 2 - Teaching Observation Form

Trainer Name:		Observer name:	
Course or qualification		Date of observation	
Start and end time of observation		Location:	
Number of learners attended:		Number of learners on register:	
Summary of session:			
Overall grade:			
Strengths:			
Areas for development			

	Evidence Notes	Evaluative Comments
1. Learning (a) Learning outcomes (b) The extent to which **all learners** acquire new knowledge and skills (c) Links in the learning (d) Learner involvement and response		

(e) Problem solving (f) Learners' Feedback		
2. Attainment (a) Standard of learning (b) Professional behaviour (c) Attendance and punctuality (i) Attendance (ii) Punctuality (d) Health & Safety (e) Equality & Diversity (f) Use of e-learning		

3. Teaching
(a) Scheme of work
(b) Lesson Plan
(c) English, Mathematics & Functional Skills
    I.   English
    II.   Mathematics
    III.   ICT
(d) Introduction to the session
(e) Learning materials, resources and methods
(f) Teaching knowledge/subject expertise
(g) Teacher style communication skills and rapport
(h) Support for individual learning needs
(i) Learning environment including Health and Safety
(j) Management of learning
(k) Celebration of diversity
(l) Checks on learning in session
(m) Assessment feedback		

4. Learner Voice		

Performance Indicator	Outstanding 1	Good 2	Improvement Needed 3	Inadequate 4
1. Learning				
a) Learning outcomes	Learners demonstrate very clear understanding about learning purpose.	Clear outcomes shared with learners at beginning of session. Learners clear about learning purpose.	Brief, general introduction. Learning outcomes basic but realistic in lesson context. Learners generally know what they will be doing.	Little, if any, introduction. No clear outcomes stated or shared with learner. Learners unsure, confused or do not know what they will be doing.
b) The extent to which all learners acquire new knowledge and skills	All learners make outstanding progress in meeting objectives and individual targets, understand how to improve. Learners have completed individual activities that demonstrate they have fully met the lesson objectives.	The majority of learners make good progress in meeting the objectives and understand how to improve. The majority of learners have completed activities that demonstrated they have fully met the lesson objectives.	There is evidence of some progress by all learners against the lesson objectives related to the snapshot observed.	Little evidence of individual learning taking place by some learners against the objectives of the lesson related to the snapshot observed.
c) Links in the learning	All learners can relate new learning to old and make links between them and contextualise their learning to assessments and industry/vocational practice.	The majority of learners can relate new learning to old and make links between them and contextualise their learning to assessments and industry/vocational practice.	Some attempt made by learners to relate new learning to old, with learners able to contextualise their learning to assessments, and some learners able to contextualise learning to industry practice.	Little evidence that some learners can link previous learning to new or contextualise to assessment and industry practice.
d) Learner involvement and response	Excellent active engagement of all learners. Learners are highly motivated/interested. Ask and answer questions well. High levels of co-operation, interaction + learners use/take initiative in learning and take responsibility where appropriate.	Good involvement and active engagement of the majority of learners on task throughout. Good level of interest and concentration. Some examples of effective lesson co- operation interaction and initiative.	Satisfactory involvement and engagement of learners. Stay on task for majority of lesson. Answer questions. Do what has to be done, nothing more.	Insufficient or little involvements or engagement of some learners. Learners told what to do and when to do it. Relatively passive. Limited concentration and interest. Some learners bored and showing it.
e) Problem solving	All learners solve genuine problems using higher level thinking skills of analysis and critical evaluation. Learners demonstrated excellent peer and	The majority of learners solve genuine problems using higher level thinking skills of analysis and critical evaluation. Most learners	Some evidence of problem solving by learners. However, some learners remain passive and give up tasks quickly. Some learners do not feel confident to ask for	Little evidence of problem solving by some learners with many remaining passive, not attempting tasks or giving up without seeking help and guidance.

	self-evaluation skills and are prepared to seek help and act on advice received.	demonstrate good peer and self-evaluation skills and are prepared to seek help and act on advice received.	help and opportunities are missed for them to self-reflect or give feedback.	
f) Learners' Feedback	Learners' feedback identifies that they thoroughly enjoy their sessions, have high regard for the teacher's skills and the quality of teaching, feel well informed, gain regular feedback on their progress and are involved in negotiating improvements.	Learners' feedback identifies that they thoroughly enjoy their sessions, have good regard for the teacher's skills and the quality of teaching, feel informed and gain regular feedback on their progress. Learners say they feel empowered to make suggestions for improvement.	Learners' feedback identifies they are satisfied with their course. However, they feel that improvements could be made to support their progress as they may feel unable or have the opportunity to feedback.	Learners' feedback identifies that some are unsatisfied with the quality of their experience and that, in their opinion, this is hindering their progress.

2. Attainment				
a) Standard of learning	Outstanding standards of work. All learners demonstrate excellent knowledge and skills which illustrate working well above the standard for level and stage of programme and are all on track to achieve by the end date (assessed work, progress tracking, practical skills including English, Maths, FS).	Good standards of work. The majority of learners demonstrate excellent knowledge and skills which illustrate working above standard for level and stage of programme and are all learners are on track to achieve by the end date (assessed work, progress tracking, practical skills including English, Maths, FS).	The majority of learners are working at the appropriate for standard for this stage of the programme and are on track to achieve by the end date (assessed work, progress tracking, practical skills including English, Maths, FS).	Unsatisfactory or inadequate standard of work by many learners. Level of knowledge and skills demonstrated is inappropriate for stage and level of programme. Some learners not likely to achieve qualification on basis of knowledge/skills displayed (assessed work, progress tracking, practical skills English, Maths, FS).
b) Professional behaviour	All learners demonstrate highly professional behaviour commensurate with the level of the course and the duration of the study.	The majority of learners demonstrate highly professional behaviour commensurate with the level of the course and the duration of study.	All learners demonstrated professional behaviour commensurate with the level of course and duration of study.	Some learners do not demonstrate the professional behaviour commensurate with the level of course and duration of study.
c) Attendance and punctuality	Learners display commitment to learning through excellent record of attendance and punctuality (90%+	Good attendance and punctuality records (85% + all/nearly all learners on time within 5 minutes of lesson start).	Satisfactory attendance and punctuality (80% and above attendance and	Unsatisfactory attendance and punctuality (less than 80% attendance + pattern of low attendance overall.

			most learners on time).	Unsatisfactory punctuality – less than two thirds present at start of lesson).
d) Health and safety	All learners demonstrate a high level of awareness of safe working practices, are aware of their responsibility to others.	The majority of learners demonstrate a high level of awareness of safe working practices, are aware of their responsibility to others with all learners operating safely.	All learners are seen to work with due care to health and safety and are aware of their responsibility to others.	Some learners clearly do not understand their responsibilities demonstrate safe working practices and/or are seen to operate unsafe practice.
e) Equality and diversity	All learners demonstrate high levels of awareness of key concepts relating to equality and diversity, actively participate in discussion when opportunities arise in lessons and challenge inappropriate comments and behaviour.	The majority of learners demonstrated high levels of awareness of key concepts relating to equality and diversity, actively participate in discussion when opportunities arise in lessons and challenge inappropriate comments and behaviour.	Some understanding is demonstrated by learners of key concepts relating to equality and diversity and how to apply both themselves and others.	Little understanding is demonstrated by learners of key concepts relating to equality and diversity and how they apply to both themselves and others and/or some inappropriate behaviour or comments are made with learners not understanding the issues.
f) Use of e-learning	All learners demonstrate evidence of advanced e-learning techniques (work produced, digital technologies used, practical skills demonstrated, learner explanations of virtual learning opportunities).	The majority of learners demonstrate evidence of advanced e-learning techniques (work produced, digital technologies used, practical skills demonstrated, learner explanations of virtual learning opportunities).	Some evidence of e-learning technologies being used by all learners.	Learners do not have the necessary skills or opportunities to use e-learning effectively within the session (when appropriate) and/or within their course of study.

3. Teaching				
a) Scheme of work	Comprehensive scheme includes course aims/objectives + sequences teaching and learning activities, methods and planned assessment. E-learning is clearly integrated in and out of classrooms, English, Maths, FS and diversity fully embedded.	Good scheme, clearly records sequenced teaching and learning activities, methods and planned assessment. Provides a very clear insight into planned structure of learning and progress. E-learning is clearly integrated in and out of classrooms, English, Maths, FS and equality and diversity referenced.	Brief scheme lacking in some detail, but sufficient information to gauge planned outline of teaching and learning activities, assessment and use of e-learning. Underdeveloped links to English, Maths, FS and equality and diversity.	Very brief or no scheme of work available. Insufficient information to contextualise the session or to gauge planned outline of teaching and learning activities and assessment.

b) Lesson plan	Highly detailed and paced. Clear, measurable, differentiated learning outcomes. Excellent range of activities planned to meet different learning needs. Methods to check individual learning clearly identified. Excellent links to scheme assessment, industry prior and future learning.	Clear, measurable, differentiated learning outcomes. Good range of activities planned to meet different learning style/needs. Methods to check individual learning clearly identified. Some linkage to scheme assessment, industry prior and future learning.	Acceptable outline of teaching method. Student activity and how individual learning will be checked. Some links to scheme of work evident.	Sketchy with minimum detail. Insufficient teaching and learning activities, limited mechanisms to recognise learning or little relationship to scheme.
c) English, Mathematics and Functional Skills	Highly effective identification and cross-referencing of English, Maths and FS in lesson plan activities/resources. Shared with and owned by learners.	Effective identification and cross-referencing of English, Maths and FS in lesson plan activities/ resources. Shared with learners.	Some identification and cross-referencing of English, Maths and FS in lesson plan activities/ resources. Some sharing with learners.	Insufficient or no identification and cross-referencing of English, Maths and FS in lesson plan activities/ resources.
d) Introduction to the session	Highly effective introduction to the session where plan and purpose of the lesson is explained with effective contextualisation to assessment and industry including measurable objectives identified and kept live in the session.	Clear introduction to the session where plan and purpose of the lesson is explained with effective contextualisation to assessment and industry including measurable objectives identified and kept alive in the session.	Introduction cover the aim and general outcomes, learning outcomes may be general and not effectively linked to the assessment, prior and future learning.	Introduction lacks clarity of what learners need to do to demonstrate learning with insufficient links to assessment, and industry context. Lateness of the teacher impacts on the introduction.
e) Learning materials resources and methods	Excellent range and high quality materials and media clearly managed and judged to engage and extend learners. Teacher makes effective use of technology to enhance learning.	Good range of materials and resources, effectively used to support session content and promote learning. Effective use of learning technologies to enhance learning.	Some use of resources and learning materials planned an organised in advance. Some appropriate use of teaching technologies.	Insufficient or inadequate resources to support learning. Little or no use of learning technologies.
f) Teaching knowledge/subject expertise	Very knowledgeable an up-to-date in subject area. Effective reference to vocational and professional examples interests of learners and extends their awareness.	Clearly knowledgeable in subject area, lends confidence to teaching style. Relevant vocational and professional examples used to good effect.	Generally knowledgeable in subject area but some professional updating would improve learner interest.	Displays a confused, inaccurate or inadequate grasp of some aspects of subject area.

g) Teacher style communication skills and rapport	Passionate about subject. Outstanding oral presentation and questioning skills which engage all learners and promote sustained motivation and concentration. Positive verbal and non-verbal skills. High mutual teacher/learner value/respect.	Delivery shows a good level of commitment and energy that holds learners interest. Good presentation and questioning skills including all learners promote learning. Teacher demonstrates effective verbal and non-verbal skills.	Oral presentation skills and questioning is satisfactory, opportunities are missed to encourage contribution by more reluctant learners. Positive teacher/learner relationship facilitates progress.	Ineffective or unenthusiastic delivery which does not engage learners, underdeveloped questioning strategies result in poor responses by the minority of learners. Poor teacher/learner relationship.
h) Support for individual learning needs	Excellent support provided through differentiated resources and activities – extension work, structured group/individual work and in-class customised support. In-class support is managed effectively to promote learning (as appropriate0.	Good individual support evident through development and use of resources, activities and support in lesson. In-class support is managed effectively (where appropriate).	Some individual support evident through development and use of resources, activities and support in lesson (where appropriate).	Insufficient or not support for some learners. Lesson resources and activities insufficiently developed or amended to meet different learning needs or levels and/or insufficient support in class, even though clearly needed.
i) Learning environment including Health and Safety	Room layout varied to benefit activities and communication at different stages of lesson. Professional and safe learning environment with a strong emphasis on health and safety. Resources and wall displays support learning (where appropriate).	Good accommodation well laid out and resources. Learning is enhanced. Professional and safe learning environment with a good emphasis on Health & Safety. Resources and wall displays support learning (where appropriate).	Satisfactory accommodation which is sage. Does not hinder learning. Room layout does not enhance opportunities for student centred learning. Underdeveloped emphasis on Health & Safety.	Inadequate for learning purposes and/or unsafe practice/resources. May be insufficiently resourced or accessible. Hinders or prevents learning. (Note, the lesson must be stopped if learners or teachers are at risk)
j) Management of learning	Highly effective group/individual management including clear instructions, pace and structure, behaviour and professional standards. Lateness is dealt with in line with policy and addressed effectively in the context of the lesson.	Good group/individual management including clear instructions, pace and structure, behaviour and professional standards. Lateness is dealt with in line with policy and addressed effectively in the context of the lesson.	Teacher provides adequate leadership and direction for learners to make progress. However, underdeveloped guidance and instruction and group management strategies lead to some learners not participating effectively. Lateness causes some disruption to the learning of others.	Ineffective leadership and direction. Learners not always listening or responding or uncertain what they should be doing. Inadequate monitoring of Health & Safety.

k) Celebration of diversity	All teaching and reference material promote inclusion through highly effective use of diverse examples. Teachers and learners use of inclusive language and terminology and demonstrative inclusive attitudes.	All teaching and reference materials support inclusion through effective use of diverse examples. Teacher models good practice through use of inclusive language, attitudes and terminology.	Teaching and reference material demonstrate knowledge of inclusion through use of some diverse examples. Learners use appropriate language and terminology and demonstrate appropriated attitudes.	Little or no knowledge or awareness of inclusive learning principals. Inappropriate language, terminology used. Resources use stereotypical or inaccurate examples.
l) Checks on learning in session	Effective checking on individual learning using a wide range of strategies throughout the lesson. Checks empower learners and include peer and self-assessment. Checks are related to needs and abilities of all learners and they understand what they need to do to improve.	Good checking on individual learning using a variety of strategies throughout the lesson. Checks empower learners and include peer and self-assessment. Checks are related to needs and abilities of all learners and they understand what they need to do to improve.	Informal and formal learning checks enable the majority of learners to know how well they are learning. Some opportunities lost throughout session for learners to receive feedback on their individual progress against the objectives of the lesson.	Insufficient and/or ineffective checks to monitor individual learner's knowledge or progress. Learning checks do not provide sufficient individual feedback to learners.

m) Assessment feedback	Highly effective formative and summative assessment programme is used to monitor progress. Effective written feedback which is constructive and positive and identifies areas for improvement which enables learners to make further progress. Clear assessment programme.	Good verbal and written feedback which is constructive and identifies areas for improvement which enables learners to progress. Clear assessment programme.	Verbal and written feedback which identifies areas for improvement and enables learners to make some progress. Clear assessment programme.	Insufficient and/or ineffective feedback which does not identify areas for improvement or enable learners to make progress. Lack of clarity for some learners on methods of assessment and programme of assessment.

Appendix Three

Assessor Observation Form

Assessor Name	Date of Observation		Course	
IQA Name	Qualification status of assessor	Qualified Unqualified	Location	
Assessment Activity				
Learner Name			Observation Start time	
			Observation Duration	

Overall summary of observation:
Key strengths (linked to performance criteria for assessment)
Areas for improvement (linked to performance criteria for assessment)
Grades: Please put a cross in the box provided for the grade awarded

1. Outstanding	2. Good	3. Requires improvement		4. Inadequate

Actions agreed to address areas for improvement:		By who:	When:	Tick:

Learner Interview Record

When did you begin the programme?
What was covered in your induction?
Check safeguarding, equality and diversity info was given and explained:
If you had a complaint what would you do or who would you talk to?
How does your trainer/ assessor involve you in planning assessments?
How often do you see your assessor? Do you feel that this is enough? If not, how often would you like it to be?
Does your assessor give you feedback after each assessment? Is this feedback help you to develop and improve your knowledge and skills?
Do you think the qualification will help your work now and in the future?
How useful do you find the taught sessions?
Do you think the taught sessions are well prepared and organised?
Any other comments you would like to make?

APPENDIX FOUR

The IQA is responsible for creating sampling plans for the qualification outlining what will be monitored is analysed and recorded in detail. This plan could be in a range of formats - it might be recorded on paper or be held electronically, it may consist of a range of documents or be entirely on one.

The most important features are that the plan must be a representative sample based on sound principles and take into consideration the risk factors in the centre or in the qualification team.

Typical risk factors that would be taken into consideration when initially planning the sample would be areas such as:

• The number of learners in the cohort or qualification
• Numbers of trainers and assessors
• Centre model – such a multi sites, satellites or one site

• Experience and confidence of trainers and assessors
• Changes to the qualifications
• Known problem areas/units/learning outcomes

When the above has been taken into account then the IQA will use the principles in 'CAMERA' to ensure that the sample is representative. This means that the sample plan must include something from all types of:

Candidates/Learners

Assessors

Methods of assessment

Evidence

Records

Assessment sites

If a risk management approach is taken and the sample planned according to the principles in 'CAMERA' then what is found as a result is likely to be representative of the whole and should give an accurate picture of what is happening in the delivery and assessment of the qualifications.

The information found by carrying out a sample can then form the basis of what the IQA does with the team, how they may adapt systems and will inform how they can support and develop team members to improve their practice.

Source-

http://www.cityandguilds.com/~/media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Guidance%20on%20Internal%20Quality%20Assurance%20of%20Qualifications%20pdf.ashx

Appendix 5 - Hard copy class records folder

No	Class records
1	Group Learner profile
2	Scheme of Work
3	Session Plans
4	Individual learner summary forms and tutorials notes
5	On programme progress tracker
6	Progression forms