

# INSPIRE COUNSELLING AND TRAINING SERVICES

## QUALITY DOCUMENTS AND PROCEDURES (updated July 2017)

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Inspire Counselling and Training  
Procedures

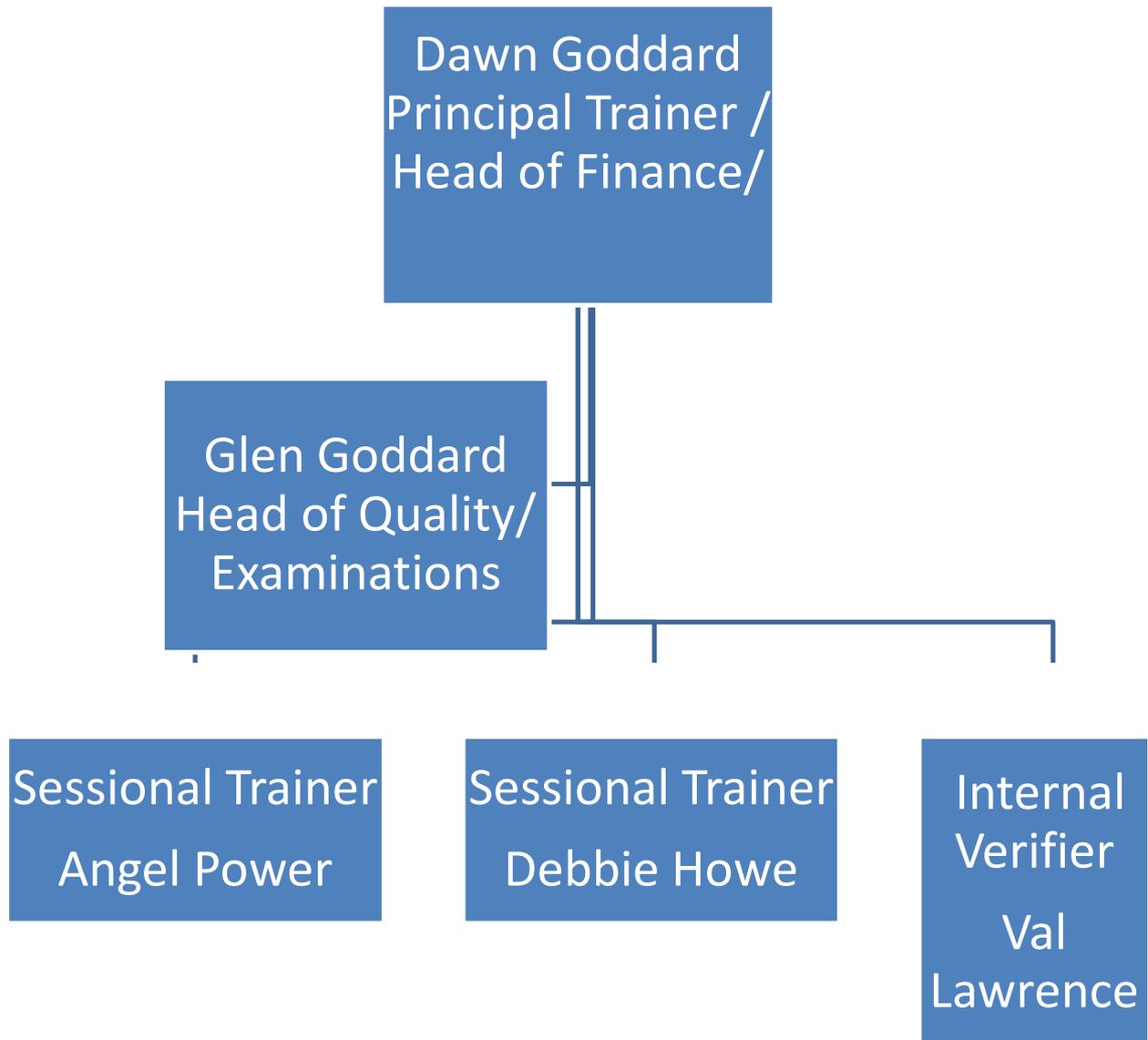
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# INSPIRE COUNSELLING AND TRAINING

## 1) ORGANISATIONAL CHART



## 2) INTERNAL MODERATION / VERIFICATION

### Introduction

Inspire Training is committed to delivering high quality programmes that consistently meet the requirements of Awarding Body standards. The establishment of internal verification systems and procedures ensures quality assurance in the assessment process and provides all candidates with access to fair and reliable assessment.

Guidance on the assessment and verification requirements of specific programmes should be sought from the awarding body and followed accordingly.

In addition to guidance from particular awarding bodies the following procedures will be followed to ensure a strict policy of internal assessment and moderation.

- All assignment briefs and /or portfolios will be internally verified.
- The internal verifier will provide advice and guidance on assessment issues and will verify all stages of the assessment process. Furthermore, written feedback will be given to assessors on their performance in relation to the assessment process, using the relevant internal verification documentation.
- Standardised recording documentation will be used for recording the verification process except where alternatives have been agreed with the Awarding Body.
- Evidence of assessment planning and assignment briefs will be made available for the internal verifier.
- An Internal Verification Plan will be drawn up at the start of the academic year, this will identify when internal verification will take place throughout the year. The plan must show that the sample will include all units, candidates and assessors. Internal verification will take place on an on-going basis to ensure that any

assessment problems are dealt with promptly and do not adversely affect learner performance and achievement.

- The internal verifier will participate in programme curriculum development activities and assessment standardisation meetings with assessment teams, where appropriate.
- Staff development activities will be introduced to address any deficiencies identified through the internal verification process.

## **Roles and responsibilities of those involved in accreditation**

### **The role of the Internal Verifier**

The Internal Verifier has a key role in assuring quality of assessment arrangements and assessment decisions both to candidates and to the Awarding Body. The Internal Verifier will ensure candidates and assessors have access to appropriate and accurate information on assessment procedures.

Internal Verifiers will be responsible for maintaining internal verification records throughout the programme. Issues arising from External Verification, National Standards Sampling or external marking will be actioned and evidenced.

The internal verifier will be responsible for:

- 1) Providing advice and support to the assessor / assessors**
- 2) Maintaining and submitting assessment documentation by ensuring that:**

- the team operates a system of recording candidate achievement using the appropriate documentation
- the system enables learners to receive detailed written feedback on their achievements and how they can improve their grade or work
- the records of candidate achievement inform the action planning process
- the system enables the Assessor, Internal Verifier and the External Verifier to cross-reference and locate evidence

- Learner files and records are maintained in a secure place for a minimum of 3 years following certification or longer if required by the awarding body.

### **3) Undertake internal verification by:**

- ensuring that records are kept in accordance with the Data Protection Act 1998
- drawing up an Internal Verification Plan at the start of the academic year which shows that the sample will include all units, candidates and assessors
- confirming assessor decisions conform to the required standard
- ensuring internal quality assurance of the assessment process
- confirming the suitability of all assessment plans / assignment briefs to ensure they provide the relevant outcomes. This should be done before assignments are issued
- checking that quality feedback is given to learners
- ensuring that standardised documentation is used
- ensuring that the verification process is conducted in a supportive manner
- ensuring that corrective action is taken and recorded
- disseminating the results of the verification to the assessment team, Programme Area Manager and the Head of School
- keeping up to date records of the verification process
- ensuring that the appeals procedure is clearly communicated to both assessors and candidates
- ensuring that assessors apply relevant Health, Safety and Environmental Protection Procedures
- checking the accuracy of certificate claims before they are submitted to the awarding body

### **4) Other responsibilities:**

- liaise with other Internal Verifiers to ensure consistency of provision in initial assessment, accreditation of prior learning, recording assessment outcomes and appeals procedures
- arrange a minimum of two standardisation meetings per year to discuss assessment practice
- ensure that actions required by the External Verifier are completed within designated timescales

- attend relevant cross-college meetings arranged by the Curriculum Manager

## **The role of the Assessor**

The Assessor will:

- produce a coherent teaching and assessment scheme
- ensure that learners are fully briefed on appropriate grading and assessment procedures for the qualification / programme
- involve the learners in the assessment planning process and agreement of assessment opportunities
- identify evidence which is valid, reliable and sufficient from which competence can be inferred
- assess evidence presented from 'current' prior achievements, if appropriate
- adhere to the Awarding Body's assessment specification in the judgement of evidence towards an award
- give clear and constructive feedback to learners on formative and summative assessment
- return internally assessed work to learners within fifteen working days of submission if it has been submitted by the deadline
- record outcomes of assessment using appropriate documentation
- assist learners in the presentation of evidence for final assessment and verification
- meet regularly as part of a team to discuss issues relating to assessment
- where learners have a shortfall in evidence arrange additional assessment
- encourage learners to produce individual learning plans
- advise learners on opportunities for re-assessment where appropriate
- contribute to standardisation meetings arranged by the Internal Verifier a minimum of twice a year.

## External Verification

External Verifiers are appointed annually by the Awarding Bodies and they work in partnership with centres in order to quality assure qualifications. The role is sometimes paraphrased as ‘the guardian of the standards’ and the primary focus is to ensure that staff involved in the planning, delivery and assessment of qualifications:

- maintain the national standard for qualifications awarded by the Awarding Body
- assess candidate performance in accordance with national standards and evidence requirements
- have a clear commitment to assuring and improving quality.

External verification visits take place once or twice a year or may be conducted remotely. The model differs depending on the awarding body and qualification. It is therefore best to check what is required with the awarding body or External Verifier.

### 3) PROCEDURES FOR MANAGING INTERNAL AND EXTERNAL ASSESSMENT / EXAMINATIONS AND INVIGILATION

(See section 2 above.) It is not envisaged at the time of these policies being devised that Inspire Training will be delivering courses which involve examinations and invigilation. Should this change then policies will be drawn up to include these activities in accordance with ABC Awards General Instructions relating to the Conduct and Invigilation of Examinations, or the set policies of any other awarding body that the Training Company might be using at the time.

### 4) PROCEDURE FOR DEALING WITH MALPRACTICE OR IRREGULARITIES IN THE ASSESSMENT PROCESS

Any irregularities in the assessment process which might be identified or any suspected incidences of malpractice or maladministration must be firstly reported in writing to the Principal of Inspire Training (Dawn Goddard) and secondly to the relevant awarding body according to their policy on malpractice and maladministration. Regarding courses awarded through ABC awards this would relate to their policy 3010-01.

Definitions are as follow:

- Malpractice is defined as ‘any acts of dishonesty, any that are wilfully negligent or any practice which compromises or threatens to compromise the validity of the assessment process and which brings the reputation of ABC and its awards into disrepute.’ ( ABC July 2017)
- Maladministration is defined as ‘ any failure to adhere to ABC policies and procedures in relation to assessment or to comply with the requirements of ABC’s Qualifications / Assessments and published procedures either through mistakes or poor administration.’ (ABC July 2017)

All tutors are made aware of these arrangements and given a copy of this policy document. They are made aware of how to find the ABC policy in this area (and other areas) including whistleblowing procedures.

#### 5) STATEMENT ON ACCESS TO ASSESSMENT

Inspire training is committed to ensuring that learners will be initially assessed to ensure that any disability or learning difficulty will not unfairly disadvantage them during the assessment process. If necessary reasonable adjustments will be made to ensure that the negative effects of any barriers to learning will be reduced. With regard to ABC Award courses, such adjustments will be made within the guidance of policy number 3003-05.

#### 6) COMPLAINTS PROCEDURES

#### 7) PROCEDURES FOR DEALING WITH LEARNER ENQUIRIES AND APPEALS AGAINST ASSESSMENT DECISIONS

If a student or staff member has a complaint regarding Inspire Training and its activities this must be made in writing to the Principal of the Company and will then be replied to within five working days. Should the student or staff member then wish to complain directly to the awarding body, they should then do so in line with that body’s complaints policy. In regard to ABC Awards this would be policy number 3004-01.

Should a student have a complaint regarding an assessment decision, they may appeal on the grounds that the assessment procedures have not been properly carried out, or if a learner is concerned about the grade he / she has received for a piece of assessed work. Notice of appeal must be lodged in writing with the Principal of Inspire Training

within ten working days of receipt of their assessment outcome / grading.

Students who do not agree with their assessment grade are advised to discuss this with their tutor before considering any further action. However should a student decide to follow the appeals procedure they must follow the steps below:

**The stages in the appeal are as follows:**

- Within five working days of receipt of notice of appeal, the student will be spoken to regarding their grade by the relevant tutor / trainer and asked if they wish to proceed with the complaint.
- If the student wishes to proceed, the relevant assessed work will be reassessed and then discussed with the internal verifier who will decide on an assessment outcome. The result of the appeal will then be communicated to the student. This process will be completed within fifteen working days of notice of an appeal being lodged.

If the learner does not accept the decision and can demonstrate that new evidence is available they can re-appeal and the process will take place a second time.

Where an appeal concerns work examined or marked by an external body, any appeals will be in accordance with the examining body and the rules of assessment concerning that particular qualification, or unit of that qualification. Regarding enquiries and appeals to ABC awards, this must be done according to policy 3003-10.

## 8) STAFF RECRUITMENT / INDUCTION/ DEVELOPMENT

All staff will be recruited in line with existing recruitment and employment legislation. Inspire Training will ensure that there exists sufficient staff to deliver the courses in question, possessing the appropriate level of qualification and experience. Staff will receive support to ensure their skills and experience remain current in line with sector guidelines and requirements. If necessary the Training Company will arrange continuing professional development sessions.

## 9) HEALTH AND SAFETY

The Health and Safety of our staff and students is of paramount importance to Inspire Training which will ensure that all relevant

insurances are held by the company and all relevant policies and procedures adhered to. This will involve insuring that all centres within which training is delivered adhere to the requirements of the Health and Safety at Work act, 1974, hold the required insurances and policy documents.

## 10 EQUALITY AND DIVERSITY

Inspire Training is committed to ensuring that no person receives less favourable treatment on the grounds of gender, race, nationality or national origin, marital status, disability, sexual orientation, age, economic status, trade union, political or religious belief or is disadvantaged by any conditions or requirements which cannot be shown to be justifiable. The organisation will keep to any necessary requirements under the Equality Act 2010, and any other relevant anti-discriminatory legislation. This includes access to premises as specified under the DDA.

## 11 STUDENT SUPPORT

All students will be initially assessed in accordance with the requirements of the course in question and to identify any disability or disadvantage which may affect their learning. Students who are identified as requiring specialist support will be accommodated within the limits of reasonable adjustment. The delivery sites utilised by Inspire Training have disabled access. Once enrolled on a course all students will undergo a programme of induction and receive a training handbook. Included within this handbook will be information on recognition of prior learning, credit transfer and other areas of guidance

## 12 QUALITY ASSURANCE

As a means of on-going quality assurance, learners' progress are reviewed and monitored via a programme of tutorials and tracking documents. Courses are reviewed via a student feedback document, which is then assessed with a view to identifying strengths and weaknesses and implementing positive changes.

## 13 DATA PROTECTION

All student data is processed and held in accordance with the Data Protection Act 1998, following the eight data protection principles.

## 14 STUDENT BEHAVIOUR

The creation of a safe and secure working environment for students is of paramount importance. If a student is found to behave in a way which jeopardises the secure working environment of their fellow students or is behaving in a way which is in breach of the BACP ethical framework, then they may be subject to the following disciplinary procedure:

- Where possible an initial verbal warning / discussion with tutors
- A written warning and formal meeting
- A period of reflection or given task to remedy or reflect on the behaviour
- A final meeting which may lead to withdrawal from the course if the behaviour in question has not been satisfactorily remedied.

## 14 STUDENT WITHDRAWAL AND PAYMENT POLICY

Where students are withdrawn from the course either due to their own decisions or due to decisions made by the training agency, they will be liable to pay for the for the proportion of the course which they have attended within that payment timescale. For example if a student leaves within six months of the Level 4 Course they will be liable to pay for 50% of the first year's fees.