

Quality Assurance and Course Review Policy

Monitoring Learner Progress, Review and Feedback

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Introduction

The quality assurance cycle assures the integrity of the assessment and reporting of student achievement against the performance standards for a qualification.

The interpretation and application of the performance standards is confirmed by a moderation process as part of the quality assurance cycle, ensuring students have fair, valid, and reliable results.

There are four stages in the quality assurance cycle: planning, clarifying, confirming, and improving

Expectations for Standards

Our Future Tutoring will aim to ensure:

- The academic standards of courses meet the requirements of the relevant national qualifications framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Expectations for Quality

Our Future Tutoring will aim to ensure:

- The academic standards of courses meet the requirements of the relevant national qualifications' framework.
- The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

Expectations for Quality Our Future Tutoring will aim to ensure:

- Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Practices

Core Practices for Standards

Our Future Tutoring will aim to:

- Ensure the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- Ensure that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- When working in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- When necessary uses external expertise, assessment and classification processes that are reliable, fair and transparent

Common Practices for Standards

Our Future Tutoring will aim to ensure:

- Core practices for standards are regularly reviewed and uses the outcomes to drive improvement and enhancement

Core Practices for Quality

Our Future Tutoring will aim to ensure:

- To design and/or delivers high-quality courses.
- There are sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- Core practices for quality are regularly and uses the outcomes to drive improvement and enhancement.
- Approaches to managing quality takes account of external expertise.
- Students are individually and collectively engaged in the development, assurance and enhancement of the quality of their educational experience.

Monitoring Learner Progress and Learner Profile

All learners will be provided with an induction handbook upon entry onto their course. The induction manual will provide learners with the relevant policies, procedures, and course criteria to successfully gain the required qualification.

Learner profiles will be created for each student registered on their required course, which will contain:

- Learner's unique learner number
- Appropriate course form
- Date their course began
- Predicted date of completion
- Initial assessment information
- Additional needs information
- Formative assessment and feedback records
- Progress and development unit tracker
- Summative assessment record of achievement

Portfolio Front Sheet

This document includes the details of the learner and units to be completed. It incorporates a checklist for the assessor to ensure that the portfolio is complete.

Assessment Evidence Tracking Sheet

This document is completed by the learner and presented with evidence for formal assessment to clearly show where evidence requirements within their portfolios have been met.

Learner Evidence Authenticity Statement

This form is completed by the learner to confirm that the work/evidence they have submitted is their own work and has been created by the learner. It also confirms that the learner understands that their results may be invalidated if they have submitted evidence that does not belong to them.

Assessment Feedback Form

A template for providing developmental feedback to learners following submission of

an assessment. These forms can also be utilised for both witness statements and observational feedback.

Group Progress Record

Allows you to record the achievement of a unit by group.

Additional evidence towards learner qualification may include:

- Practical demonstrations – supported by photographs or video
- Reflection log/diary
- Notes from group discussions – including clear indications of what and how each learner participated
- Observation records and witness statements
- Worksheets and workbooks
- Professional discussion – supported by audio or video recordings
- Record of questions and answers
- Peer reports. Peer feedback can be an effective developmental tool, but the final decision should be made by the assessor, not peers
- Assignments

Our Future Tutoring Ltd will ensure records to track learner progress are kept up to date and accurate via weekly amendments. Records will clearly indicate the names of tutors/assessors and internal quality assurers, which will be made available to Open Awards to allow for external quality assurance.

Retention of Learner Evidence

A portfolio of evidence is the property of the learner. For Open Awards purposes, Our Future Tutoring Ltd will retain all learner work until the course run has been externally quality assured. Our Future Tutoring Ltd will retain records in a manner that complies with the relevant funding rules for publicly funded learners.

Following an external quality assurance review, original evidence will be returned to learners. If assessment records cannot be separated from the learner portfolio, Our Future Tutoring Ltd will retain a copy of the specific areas of assessment within the learner portfolio.

Our Future Tutoring Ltd will upload any requested samples of electronic copies of learner evidence to the appropriate folder on Open Awards' SharePoint, including those requested by the QASA/EQA to avoid delays in work being reviewed. When requested, learner samples will include all assessed work produced by selected learners for the whole unit/qualification. Wherever possible, evidence will be retained for learners with borderline levels of achievement (i.e., on the pass/fail border).

Open Awards will retain copies of learner evidence for up to one year after certification and may use fully redacted examples for standardisation purposes. Where Our Future Tutoring Ltd repeats the delivery of the same course multiple times, evidence will be retained to ensure standards of assessment and internal quality assurance are comparable over time.

Our Future Tutoring Ltd will keep complete and accurate learner assessment and internal quality assurance records for at least three years following certification, in case any issues arise. These records will be made available to Open Awards upon request. If relevant regulatory authorities make a request to see these records, either directly to Our Future Tutoring Ltd or via Open Awards, they must be made available.

This evidence will cover all units/qualifications and be made available to Open Awards on request.

Our Future Tutoring Ltd will retain the following records:

- A list of all learners registered
- Learner name
- Date of birth
- Contact address
- Registration date
- Open Awards learner registration number
- Unique Learner Number (ULN) - where applicable
- Unit names and unit codes for each unit completed

Learner assessment records:

- Name of the assessor(s)
- The assessment methods used
- Evidence of the assessment decision being made
- Reasons for the assessment decision made
- The location of relevant supporting evidence

Records of Internal Quality Assurance Activity:

- Name of the internal quality assurer(s)
- Name of the Authorised Internal Verifier (where applicable)
- Sampling strategy, including the sample selected and the rationale for choosing that sample
- Details of internal standardisation meetings relating to the units
- Copies of AIV Reports for the course runs

- Evidence of assessor competence (including copies of certificates, CVs, and evidence of continuing professional development)
- Records of certificates claimed
- Records of learner complaints – including outcomes
- Records of learner appeals – including outcomes

External Assessment

For some qualifications, such as Functional Skills, learners must complete assessments set by Our Future Tutoring Ltd through Open Awards.

These assessments are carried out in controlled conditions to minimise the potential for plagiarism. To ensure these conditions are enforced, external assessments will be delivered in accordance with our Instructions for Conducting Controlled Assessments.

Where Our Future Tutoring Ltd is remotely assessing, external assessments will be delivered in accordance with our Instructions for Conducting Controlled Assessments Remotely.

Our Future Tutoring Ltd will aim to ensure that there are no conflicts of interest between the invigilator and learners by checking in advance of the assessment (e.g., a relative or someone with a vested interest in the outcome of the assessment).

Learner Review and Feedback

Learner voice is an important part of course development, and as such, each learner will have the opportunity to receive feedback and provide feedback on their learning by attending regular reviews and completing unit/course feedback forms. Learners will also be given the opportunity to meet with Internal Verifiers (IV) and External Verifiers (EV) where possible.