



# Sampling Plan

**Acculearn Training Limited**

**T/A**

**Cranbrook College**

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## **Sampling Plan for Internal Quality Assurance**

### **1. Sampling Strategy Overview**

Cranbrook College's internal quality assurance (IQA) sampling strategy is designed to ensure the integrity, reliability, and consistency of the assessment and qualification processes. The plan aims to monitor and maintain high standards, ensuring that assessments are fair, accurate, and compliant with the Awarding Organisation's requirements.

### **2. Types of Sampling**

#### **Interim Sampling**

- Objective: To monitor the progress of learners at various stages of their assessment journey. This type of sampling allows the Internal Quality Assurer (IQA) to check that the assessment process is being conducted as planned and to intervene early if issues are detected.
- Method: Samples are taken from different stages of the learner's assessment process. The IQA reviews whether the assessment is progressing in line with established principles and standards.

#### **Summative Sampling**

- Objective: To evaluate the quality of the final assessment decisions after the learner has completed the assessment process.
- Method: The IQA reviews a representative sample of final assessments, focusing on the validity, authenticity, reliability, currency, and sufficiency of the evidence presented by the learners. The IQA must be able to trace and audit the assessment process to ensure it meets required standards.

### **3. Sampling Components**

- Learner Sampling: A diverse range of learners across all qualifications and units must be sampled. This includes learners at different stages of their programs and those undertaking different types of assessments.
- Assessor Sampling: The plan requires sampling from all assessors, with a focus on new assessors, those who have been newly introduced to the center, and those who have previously not met the required standards.

- **Assessment Methods:** A variety of assessment methods (e.g., practical assessments, written tests, portfolio evaluations) will be sampled to ensure that different approaches to assessment are being conducted and reviewed correctly.
- **Evidence and Documentation:** All types of evidence, including assessment records, learner portfolios, and feedback forms, will be included in the sampling process. This ensures that records are complete, up-to-date, and meet the standards.
- **Assessment Sites:** Sampling will also include various locations where assessments are conducted to ensure that different environments do not affect the consistency of assessment outcomes.

#### **4. Sampling Frequency and Rates**

- **New Assessors or Underperforming Assessors:**
  - Sampling Rate: 100%
  - Observation Frequency: Every 3 months.
  - Rationale: Ensures that new or underperforming assessors receive frequent and detailed feedback to quickly bring them up to the required standard.
- **Assessors Needing Development:**
  - Sampling Rate: 50%
  - Observation Frequency: Every 6 months.
  - Rationale: Provides ongoing support and monitoring to assessors who meet standards inconsistently, helping them achieve consistent performance.
- **Experienced Assessors:**
  - Sampling Rate: 25%
  - Observation Frequency: Annually.
  - Rationale: Regular, but less frequent, monitoring of experienced assessors who consistently meet required standards, ensuring ongoing compliance.
- **Additional Sampling Considerations:**
  - New qualifications introduced at the center will be subject to 100% sampling for the first two cohorts, unless the Awarding Organisation specifies otherwise.
  - If the Awarding Organisation's sampling strategy differs from the center's, their requirements will take precedence.

#### **5. Documentation and Reporting**

- **Sampling Records:** The IQA will maintain a detailed sampling plan that includes:
  - **Learner Information:** Names, qualification titles, registration numbers, start and planned end dates.



- Sampling Details: Interim and summative sampling details, including unit numbers and types of assessments sampled.

- Assessor Information: Names, qualifications, experience levels, and any identified training needs.

- Reporting: The IQA will produce reports for all sampling activities, which must be signed by both the Assessor and the IQA. These reports will be stored in the center's quality assurance files for review during external monitoring.

## **6. Standardisation and Monitoring**

- Standardization Meetings:

- Frequency: Quarterly (or more frequently if required).

- Purpose: To ensure consistency in assessment judgments across different assessors.

These meetings will include discussions on best practices, interpretation of standards, and feedback from Awarding Organisation monitoring activities.

- Activities: The use of real learner evidence to standardize assessment decisions, ensuring all assessors align with the centers and Awarding Organizations' standards.

- Assessor Observations: Direct observations of assessors will be conducted during their assessment processes and planning activities with learners. These observations are crucial for ensuring that assessors adhere to the center's quality standards.

- Learner Feedback:

- Questionnaires: Administered every six months to gather learner feedback on their assessment experience.

- Analysis: Feedback will be analyzed, and improvement plans will be developed and implemented to address any identified issues.

## **7. Review and Continuous Improvement**

The IQA will regularly review the effectiveness of the sampling strategy and make necessary adjustments based on findings from monitoring activities, changes in Awarding Organisation requirements, or feedback from learners and assessors.

- Continuous Improvement: The IQA will lead initiatives to continuously improve the quality of assessment processes and ensure that Cranbrook College remains compliant with all regulatory and organizational standards.