



# Quality Assurance and Moderation Policy

Document Specification:			
Purpose:	To set out NALP's policy for ensuring that it maintains high levels of quality in respect of the qualifications it offers, including the use of moderation of assessment decisions and further verification of those decisions by a process of internal quality assurance		
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### 1. Scope of the Policy

NALP is an Awarding Organisation recognised by the Office of Qualifications and Examinations (“Ofqual”) in England. NALP specialises in providing regulated qualifications to the Legal and associated sectors, in particular for Paralegals, which are respected and recognised by those professions. NALP has forged close links with the other professional bodies within the Legal and associated sectors, such as the Law Society, and is committed to ensuring the provision of the highest quality qualifications to that sector.

This policy provides the detail of the activities undertaken in respect of quality assurance, the scope of those activities and where the responsibilities for those activities lie.

### 2. Development and Review of Qualifications

Each qualification offered by NALP has its own unique set of Learning Outcomes. In order to ensure that learners are able to achieve these Learning Outcomes, assessment criteria are agreed by the Academic Board. All assignments set for learners are authored by subject experts appointed by the Chief Executive (these may or may not be members of the Academic Board) who are given strict instructions to ensure that these are mapped to the agreed assessment criteria and learning outcomes.

Authors are required to plot the mapping of the assignments against the assessment criteria and learning outcomes onto a grid provided to them by the Chief Executive with their instructions.

A similar process is undertaken when reviewing existing qualifications to ensure these remain valid, although the authors may also be given sight of any existing assignments for reference.

### 3. Examination and Moderation

NALP ensures that it engages examiners who are fully qualified and experienced in both the subject and in assessment protocols. NALP also provides appropriate training to all examiners to ensure they are fully conversant with NALP’s processes, qualifications and standards prior to commencement of any examinations and assessment decisions.

NALP also employs moderators who are subject to a higher level of training. Moderation is undertaken at a rate of 100% for new examiners, with the standard rate of monitoring being 5% of all assessment decisions taken once an examiner has been signed off.

Standardisation is undertaken by the Chief Examiner with all examiners and moderators as necessary, dependent upon the findings of the moderation, etc. This is considered a reasonable approach when taking into account the size and complexity of NALP’s business model.

### 4. Feedback from Examiners, Moderators, Centres and Learners

All feedback received from any of the above-named areas are passed on to the Chief Examiner who will look at any trends or potential adverse effects.

The Chief Examiner will report their findings on this to the Academic Board who will decide whether a review of the qualification(s) is necessary at that point to ensure it remains valid.

Should any feedback indicate an issue with the teaching practices of a Centre, this will be investigated further and, where necessary, moved to a Malpractice or Maladministration investigation including the potential for sanctions to be applied.

### 5. External Quality Assurance

NALP follows a risk-based approach to External Quality Assurance. At present all assessment decisions are made by NALP and the majority of the Learners undertake the qualifications via distance learning. Centres may provide tutorial support and guidance, however there is no actual guided learning accounted for within the Total Qualification Time set for the qualifications offered by NALP.

This qualification and assessment model means that the risk of centres being found to have committed malpractice or maladministration is extremely low. It then follows that the risk of an action by a centre leading to an adverse effect to the learner or the integrity or reliability of a qualification or assessment is also extremely low.

In view of the above, NALP does not currently carry out regular centre visits or audits. However, this would be reviewed and a full schedule of external quality assurance would be put into place if the current qualification and assessment model was to change in future. In the meantime, visits or audits would only take place if there was a reason to doubt the integrity of the centre, for instance if they had started requesting a lot of unsupported requests for reasonable adjustments or late registrations of learners, contrary to the normal procedures, or if we had received feedback from learners regarding a centre which gave us cause for concern.