

Internal Quality Assurance of Assessment Policy

2024-2026

Author & Owner: The Park Community Centre Ltd and Park Education Ltd

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Policy Statement

1. The Park will provide quality assurance for internal assessment through an internal quality assurance process. This process will ensure equality of opportunity for all learners by the verification of fair, accurate and reliable internal assessment.

The main objectives are:

- a. To ensure consistency, transparency, reliability and validity of the assessment process.
- b. To give quality assurance in assessment processes by a system of internal quality assurance.
- c. To identify staff development requirements concerned with the assessment and quality assurance process and to provide a programme of training/development to match those requirements.

2. Many courses are fully or partly assessed internally. Marks/grades from internal assessments are submitted to the awarding body and, together with any external assessment grades, are used to determine the final qualification grade. It is essential that students have confidence that internal assessment is fair and reliable and in accordance with standards set by awarding bodies.

Scope

3. This policy outlines the strategy for quality assuring internally assessed programmes.

4. Students on any course that is fully or partly assessed internally have the assurance that grading of such work will be internally quality assured, in accordance

with awarding body regulations where these exist, prior to submission to the awarding body.

Responsibilities

5. This policy is owned by the Director and is to be reviewed every year.
6. The responsibility for the internal quality assurance of programmes is with the **Education** Director with the support of the Education Manager and Lead Tutor. The Education Director is accountable to the Trust Board reporting to them quarterly and as necessary between board meetings.
7. All teaching staff, Manager and Director have a responsibility to implement this policy.
8. Failure to adhere to the guidance set out in this policy will be considered maladministration or malpractice **and can be subject to further disciplinary action.**

Strategy

9. A suitably qualified/experienced internal quality assurer will be identified for every internally assessed component of a qualification.
10. Internal Quality Assurers may not quality assure their own assessment components.
11. Internal Quality Assurers have a role in assuring the quality of assessment arrangements and assessment decisions. They will work in accordance with the awarding body regulations to ensure the appropriate standards are maintained and that grading of internally set/marked assessment components is fair, accurate and reliable.
12. All staff have a responsibility to implement this policy and tutors/assessors have responsibility to ensure internal quality assurance is carried out in accordance with this policy.
13. Internal Quality Assurers must ensure a quality assurance strategy is in place for each qualification they quality assure.
14. The quality assurance strategy must be fully completed and followed throughout the lifetime of the qualification.
15. The quality assurance strategy must include staff observations, learner interviews, standardisation activities and cover all the requirements of the individual qualification and the awarding organisation.
16. The Park or approved awarding body documentation will be used for recording internal quality assurance activities and providing feedback.
17. All records must be kept in the IQA File on the shared server and be available to the awarding body, as required.

Evaluation

18. In most cases, the awarding body will require evidence of internal quality assurance and will make their own judgement during external quality systems audit visits.

19. Feedback notes from external quality assurers must be considered along with internal quality assurance documentation at course team meetings and decisions recorded in meeting minutes. Any required action must be identified in the course file.

20. Internal quality assurance records are subject to internal audit within the Quality Assurance process.

Linked policies, procedures and regulations

- JCQ general regulations
- The Park education Ltd RPL guidance and Policy
- The Park Education Ltd Observation Policy
- The Park Education Ltd Appeals Procedure
- The Park Education Ltd Access arrangements, reasonable adjustments and special considerations policy.
- The Park Community Centre and Park Education Ltd Staff Development (CPD) Policy

Introduction

The Park recognises the contribution of a well-managed assessment and Internal Quality Assurance/moderation process to the learner's learning, and successful outcomes which are consistently applied throughout the organisation.

Awarding Organisations will specify in their own relevant assessment strategies what the requirements are for assessment and will internally / externally quality assure specific qualifications.

This policy has been designed to outline core operating principles and offer guidance to staff.

Awarding organisation requirements must also be referred to and complied with. These must take priority as lack of compliance may lead to sanctions resulting in delays to learner success.

Roles and Responsibilities

The Director is the Lead Internal Quality Assurer for the Park and manages the Internal Quality Assurance procedures, along with the Education Manager.

The role includes acting as the main link with awarding organisations, keeping abreast of awarding organisation and regulatory authority requirements and disseminating key information to tutors and staff.



They also work with the City of Bristol College to ensure targets are met for spot checks, observations, learning walks and the Quality Improvement Plan. All aspects of quality are shared with and checked by CoBC.

The Director and Education Manager will coordinate regular audit and compliance checks based on risk.

The Director, Education Manager and Lead Tutor carry out quality assurance activities for specific qualifications for BTEC Pre Vocational Skills and Functional Skills.

All members of teaching and assessing staff must engage in some aspects of Internal Quality Assurance as part of their development and to ensure the standardisation of assessment. They must also participate in regular standardisation and review, evaluation and quality improvement activities including sharing of good practice and actively promote Equality and Diversity, challenge discrimination and bias and support the achievement of all learners.

Role of the Tutor/Assessor

All internally assessed courses must follow the assessment standards/guidelines laid down by the relevant awarding body and assessment strategy. The role of the assessor is to assess students against agreed standards of competence.

An assessor must undertake the following stages:

Develop a scheme of work. Develop assignment briefs and assessment plan for BTEC

Stage 1 - Develop plans for assessment in conjunction with the learner.

- Develop and agree assessment plans against existing achievement tracking with learners and other relevant people. Plans should identify assessor and date of assessment, units/elements to be assessed, sources of evidence, specific needs. Review of progress within the qualification.

Stage 2 - Collecting learner evidence from a variety of sources and making a decision on competence against nationally agreed standards.

Assessors are encouraged to draw learner's evidence from a number of diverse sources to enable an informed assessment decision to be made. Likely sources are:

- Observation of a learner's performance
- Assessment of under-pinning knowledge through written or oral questioning
- Taking account of past achievement/learning
- Exams or tests
- Projects
- Learner/Peer reports

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- Appropriately qualified witness testimonies
- Professional discussion - taped, digitally recorded or written records
- Video/photographic evidence
- Examination and report of finished evidence

Assessors must record the assessment and their assessment decision on the appropriate form

Stage 3 - The provision of clear feedback supporting the assessor's assessment decision.

- Learners must be given clear recorded feedback which identifies their level of competence, meets needs and level of confidence and agrees the next steps in the learning and assessment process.

Stage 4 - Reflecting and contributing to the organisation's internal quality assurance process

Assessors must:

- ensure that assessment records are up-to-date and facilitate a clear audit.
- attend and contribute to the organisation's standardisation activities.
- submit timely and accurate assessment information as agreed with the Internal Quality Assurer.
- contribute to the internal quality assurance process to enable cost effectiveness and efficiency.

Role of an Internal Quality Assurer (IQA)

An Internal Quality Assurer is responsible for ensuring:

- Assessment is safe, valid, reliable, fair, authentic and sufficient.
- Assessment is consistent across the programme.
- Standardisation of assessors takes place.
- Compliance with the Awarding Organisation's requirements.
- Internal monitoring and maintenance the quality of assessment.
- Planning and preparation of monitoring activities is according to the requirements of own role.
- Determining whether assessment processes and systems meet and operate according to quality requirements.
- Verifying that person or persons undertaking assessment meet all of the requirements for their role, as stated in the awarding organisation's handbook for each qualification they assess.
- Checking that assessments are planned, prepared for and carried out according to agreed procedures.

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- Checking that assessment methods are safe, fair, valid and reliable.
- Checking that assessment decisions are made using specified criteria.
- Comparing assessor decisions to ensure they are consistent.
- Providing assessors with feedback, advice and support to help them maintain and improve their assessment practice.
- Working with others to ensure the standardisation of assessment practice and outcomes.
- Following agreed procedures when there are significant concerns about the quality of assessment.
- Following agreed procedures for the recording, storing, reporting and confidentiality of information.
- Undertaking and recording regular standardisation meetings at least once per term.

Initial assessment

- All learners will undergo a start point assessment prior to, or at the start of their programme, to ensure that they are placed on the right programme at the right level, and receive the literacy, numeracy, language, ICT and / or additional support they need to achieve their qualification.

Planning Assessment

- Assessment will be inclusive, fair and appropriate to the needs of each learner.
- Assessment and assignments will be planned at regular intervals to avoid overloading learners or staff and to allow for a resubmission opportunity.
- Assignments should provide opportunities for learners to achieve at the highest level and should promote stretch and challenge.
- All internally designed assignments will be internally quality assured prior to issuing to learners.
- Assessment will comply with the awarding organisation scheme specifications in providing a variety of assessment methods and in accordance with awarding organisation, access to assessment arrangements.

Formative Assessment “Assessment for Learning”

- “Informative assessment” is feedback information for the teacher and the learner and includes a range of methods utilised by teachers during the learning process in order to modify and improve teaching and learning activities.
- The focus should be on learning and the application of knowledge and skills rather than achievement of the assessment criteria / grades.

Formative Assessment Feedback

- Regular, informal feedback is given as part of the on-going teaching and learning process designed to support learning and progression.
- Feedback will be honest, open and constructive, and given in a sensitive and supportive manner so that the dignity of a learner is respected at all times.
- Feedback will identify and praise what learners have done well and explain where they have gone wrong and how they can improve.
- Feedback will be tailored to meet the needs of the individual, often written as well as verbal, to help learners who may not remember what was said.
- Marked work will be returned to learners so they can see specific directional comments as well as spelling / grammatical corrections annotated on their work.

Summative Assessment “Assessment of Learning”

- Once learners are working on assignments that will be submitted for summative assessment, they must work independently.
- There must be a clear line between helping a learner achieve their full potential, and doing the work for them.
- Assessors will support learners to take responsibility for their own learning by dealing appropriately with work that is submitted late or not completed, and in accordance with the Assessment Policy.
- All learners’ work must be authenticated; a declaration of authenticity must be signed and dated by both learners and assessors.
- Achievements towards learning goals and qualifications will be recorded and accredited where relevant, while effective tracking of learners’ progress must be maintained and shared with relevant staff.
- Awarding organisation regulations regarding controlled assessments, examinations and external assessments, including security arrangements will be complied with.

Summative Assessment Feedback

- Learners will receive timely feedback i.e. within a week but no more than three weeks after the hand-in date.
- Summative feedback formally confirms achievement of specific assessment and grading criteria and must not include specific and detailed guidance on how to improve the evidence to achieve higher grades.

Awarding Organisation and Course Approval

Purpose / Scope

- To ensure all courses meet the minimum standards required by The Park.
- To ensure that learners are correctly enrolled on an approved programme.
- To ensure that awarding organisation approval is in place prior to the programme commencing.
- To ensure no awarding organisation sanctions are incurred for assessing learners prior to them being registered with the awarding organisation – or the assessments being declared invalid.
- To ensure that there are appropriately qualified and experienced staff in place that meet the requirements and Awarding Organisation Requirements.
- To ensure there is no negative impact on learner achievement by qualifications expiring before they have completed their studies.

Definitions / Terminology

- Awarding Organisation approval is granted externally for specific qualifications by the awarding organisation.
- Course intent and approval is also checked by City of Bristol College.

Conflict of Interest

Purpose / Scope

To ensure assessment and internal quality assurance is free from conflicts of interest that could adversely affect judgement or objectivity and advantage/disadvantage a learner.

Definitions / Terminology

A conflict of interest may generally be defined as a conflict between the official responsibilities of a tutor, assessor or internal quality assurer and any other interests the individual may have; that could compromise or appear to compromise their decisions.

Examples of conflicts of interest

- Tutors, assessors or IQAs participating in the appointment, promotion, supervision or evaluation of a person with whom the person, has close or familial ties.
- Tutors, assessors or IQAs having a close or familial relationship with a learner, or learner's family whilst being involved in decisions about the outcome of their qualification.

Key Points

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- It is the responsibility of each individual to recognise situations in which they may have a conflict of interest, or might reasonably be seen by others to have a conflict; to disclose this conflict to the **Education Director** and to take such further steps as may be appropriate. **This is highlighted in the staff code of conduct and Conflicts of interest policy.**

Lost or Destroyed Learner Work

Purpose / Scope

- To ensure no learner is disadvantaged by losing work or portfolios of evidence.
- To avoid unnecessary duplication of effort by learner or assessor.
- Applies to all learners' work that has been submitted for internal assessment.

Note: Work that has never been seen by a member of staff is not covered by this procedure.

Key Points

- All work submitted for evidence must be recorded.
- Accurate records of tracking of progress and assessment and internal quality assurance must be kept separately from the learners' portfolios.
- Staff must ascertain from the learner that the loss is genuine and the work cannot be retrieved electronically.
- Investigate fully the circumstances of the loss
- Collate any formative and summative assessment records showing progress and achievement, together with registers and tutorial records including in-year reports.
- Hold a meeting for assessors, teachers, tutors involved to discuss the progress and achievement of the learner and agree which units have been completed and are recommended for claiming credit from the awarding organisation. Comprehensive notes of this meeting must be retained and sent to the Director.
- Inform the learner of the outcome of the investigation and meeting in writing.
- Complete a final report summarising the loss, actions taken, progress and achievement and outcomes of the meeting and attach all relevant evidence.
- Ensure the members of staff and learners concerned are available for the external quality assessor's next visit.

Retention of Assessment and Internal Quality Assurance Records Purpose / Scope

To ensure compliance with external requirements for retaining records of learners' assessment and IQA.

Definitions / Terminology

The retention period for records of learners' assessment and IQA is to be defined by the awarding organisation policy.

Key Points

Centres are required to retain the following records of assessment and IQA:

- Registration and certification records
- Name of learner, date of birth and contract address
- Title and accreditation number of each qualification and unit studied
- Name(s) of assessor(s)
- Assessment records, including planning, assessment decision and tracking of progress
- Exams papers and centre devised assignments
- Name(s) of IQA(s)
- Internal quality assurance reports
- Assessed and IQA'd work to be retained
- Awarding organisations generally require learners' assignments / portfolios of evidence to be retained for six months post course completion or at least until the next sampling activity. However, the awarding organisation's guidance must always be followed when retaining student work and assessment records.
- Records are to be securely stored in a locked cabinet or office.
- The use of memory sticks to store, transport or retain learner assessment work or records is prohibited.
- The use of non-college systems (Google drive, non-college email address etc) to collect, store, retain or transport learner work is prohibited.