IQA Policy

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Scope of the Policy

This policy applies to all AA London College learners, staff, and partners involved in the delivery, assessment, and quality assurance of our accelerated programmes, university preparation courses, CPD training, corporate programmes, and academic holiday camps.

Review arrangements

AA London College will review this policy annually in line with self-assessment procedures. Updates may also be made in response to:

- Learner and customer feedback
- Guidance from awarding organisations and regulatory bodies
- Evolving sector best practice

Location of the Policy

This policy is available to all staff, learners, and third parties. It is published on the College website and accessible through the Quality Assurance office.

Communication of the Policy

- All staff involved in the management, delivery, assessment, and quality assurance of AA London College programmes will be introduced to this policy during induction.
- Learners will be made aware of this policy as part of their induction process.

Policy Statement

Internal Quality Assurance (IQA) is central to maintaining AA London College's reputation for excellence in accelerated and transformative learning. IQA ensures that:

- Assessment practices are consistent, fair, reliable, and valid.
- Learners' work meets the required standards of awarding bodies.
- Assessment and feedback processes are transparent and accountable. Tutors, assessors, and learners receive robust support and guidance.

Assessors

All assessors must be:-

- Be occupationally competent and maintain up-to-date subject expertise.
- Hold or be working towards the relevant assessor qualification within 12 months of starting.
- Have assessment decisions countersigned by a qualified assessor if unqualified, until their training is completed.
- Maintain current CPD records and CVs.

Assessors are responsible for:

- Managing the full assessment process (induction, planning, feedback, decisions, record-keeping).
- Attending induction, CPD, and standardisation meetings. Retaining robust assessment evidence and records.

All internal quality advisers are responsible and accountable for:-

- Ensuring compliance with awarding body and regulatory requirements.
- Designing and implementing sampling strategies covering all assessors, assessment methods, and units.
- Supporting assessors through feedback, mentoring, and professional development.
- Conducting observations of teaching, assessment, and learner engagement.
- Maintaining up-to-date records of IQA sampling and actions for EQA inspection.
- Participating in and leading standardisation activities.
- Updating their CPD and CV regularly.

Statement of Principles

The IQA process at AA London College is built on the following principles:

- **Fairness & Inclusion**: All assessment decisions must promote equality, embrace diversity, and be free from bias.
- **Consistency**: Assessment standards are applied equally across assessors, learners, and courses.
- **Transparency**: Records provide a clear and auditable trail.
- **Support**: Assessors receive regular feedback, training, and opportunities for professional growth. **Quality Assurance**: Assessments are valid, authentic, current, sufficient, and reliable (VACS).
- **Safety & Compliance**: Health, safety, and safeguarding standards are embedded in delivery and assessment.

IQA Activities

- Observing training and assessment sessions.
- Sampling learner portfolios and assessment evidence.
- Checking assessment documentation, plans, and tracking records.
- Monitoring assessor practice and consistency.
- Conducting interim and final quality assurance reviews. Collecting learner feedback to inform improvements.

Sampling plan/strategy

AA London College IQA sampling will:

- Cover all assessors, methods, learners, and assessment units over time.
- Take into account assessor experience, workload, and qualification status.
- Be continuous and flexible, including formative (ongoing) and summative (final) verification points.
- Follow a structured approach:
  - **Week 1**: Verify registration and induction.
  - **Interim**: Monitor progress, check documentation, and standardise.
  - **Summative**: Confirm achievement and authorise certification.

Sampling will include between **25% and 40% of learner evidence**, depending on assessor experience and risk. For new assessors, 100% sampling will apply until competence is established.

V – A – C – S.

- Valid - relevant to the standards for which competence is claimed
- Authentic - produced by the learner
- Current - sufficiently recent for the assessor to be confident that the same level of skill, knowledge and/or understanding exists at the time of the claim.

- Sufficient - meets in full all the requirements of the awarding body
- Fair - all learners are treated the same regardless of culture, ability, gender, race, religion, wealth, sexual orientation.
- Diversity - acknowledge that each individual is unique

The sampling plan/strategy for each route will vary according to the needs of the programme, the assessor and the learners.

Factors to be considered

When designing and implementing sampling strategies, AA London College will take into account:

- **Learners**: Ethnic origin, age, gender, additional learning needs, and any other relevant characteristics.
- **Assessors**: Experience, qualifications, workload, occupational expertise, and CPD engagement.
- **Methods of Assessment**: Questioning, observation, professional discussion, RPL/APL, simulation, product evidence, assignments, projects, tests, and reflective accounts.
- **Evidence**: Confirmation that evidence is valid, authentic, current, and sufficient (VACS), with consideration of any problem areas or special requirements.
- **Records**: Assessor reports, learner portfolios, IQA records, assessment decisions, and administrative files.
- **Assessment Locations**: Workplace assessments, in-house delivery, or blended/online learning environments.

The IQA sampling plan/strategy will: -

The IQA sampling strategy at AA London College will:

- Meet the requirements of awarding organisations and regulatory bodies.
- Be continuous throughout the learner journey.
- Cover all assessors, learners, units, and methods of assessment over time. Contain both formative (ongoing) and summative (end-point) verification.

Verification Points:

- **Week 1 – Initial**: Registration and induction check.
- **Interim**: Monitoring learner progress, portfolios, and assessment documentation.
- **Final (Summative)**: Closing the qualification and confirming competence before certification.

Flexibility Considerations:

- Assessor experience and workload.
- Delivery and assessment methods used.
- Location and context of learning and assessment.

Sampling will normally cover **25–40% of learner evidence**, depending on assessor competence and experience. **100% sampling** will be carried out for new or newly qualified assessors until they are signed off as fully competent.

All sampling will be recorded, with assessors receiving feedback within three working days. Disputes will be reviewed by the **Academic Director**, who has final authority.

What this standard is about

This standard is about monitoring assessment processes and decisions within AA London College and helping to maintain and improve quality. To support transparency and ease of auditing, IQA activities are structured across four key stages:

Pre-Programme

The Centre Manager will confirm that:

- Schemes of work and lesson plans align with standards and GLH requirements.
- Both theory and practical programmes cover all assessment criteria and learning outcomes.
- Assessors hold the required qualifications and occupational competence.
- Data security and learner information systems are in place.
- Physical resources and facilities are sufficient for programme delivery.
- Health, Safety, and Welfare systems are current and compliant.

Induction

The Centre Manager will check that learners have:

- Been registered on the correct programme in a timely manner.
- Had prior learning and achievements identified and recorded (RPL/credit transfer).
- Received a clear programme outline.
- Been issued with the Appeals Procedure and Equal Opportunities Policy.
- Access to appropriate Health & Safety information and any required PPE.

The IQA will:

- Review lesson plans and schemes of work for accuracy and relevance.
- Observe teaching and assessment (theory and practical).
- Check that tests are correctly administered and invigilated.
- Sample learner portfolios and assessment evidence.
- Verify learner tracking and progress.
- Conduct and record standardisation activities.

Summative

When monitoring the summative processes the IQA will:

- Confirm correct administration of theory and practical assessments.
- Ensure evidence demonstrates competence over time, across criteria.
- Interview learners (where appropriate) to verify authenticity.
- Check portfolios and documentation for completeness and accuracy.
- Approve certification only once all assessment requirements are fully met.

Sampling will be formative and summative and at a 25% to 40% of learner evidence, depending on the assessor's experience, qualifications and competency. (100% for new or newly qualified staff members).

There will be Interim Sampling and Ongoing Sampling to ensure the quality is maintained throughout the delivery of the qualification.

An assessor will receive a sampling report within three days of submitting a learner portfolio for sampling.

Any disagreements with an IQAs findings will be reviewed by the Director of AA London College, who will have the final say on any judgements.

Sampling plans will identify learners, assessors and the assessment criteria to be sampled. Sampling activities will meet the requirements of the awarding organisations AA London College are approved with.

AA London College will undertake regular (minimum every **8 weeks**) standardisation meetings with IQAs, assessors, trainers, and relevant managers. Meetings will cover:

- Actions from previous meetings.
- Resources, H&S, and EDI issues.
- Learner progress and achievement.
- Reviewing learner work for consistency.
- Sharing good practice.
- Addressing areas for improvement.
- Internal and external quality assurance reports.
- Awarding organisation and qualification updates.

All meetings will have agendas, minutes, and follow-up actions recorded and shared.

Observations of staff members will be determined by a yearly cycle, with all training and assessing staff members receiving a minimum of two observations per year. All staff members will be required to be observed at grade two or above. Action plans and support will be in place for any staff members identified as 'requiring improvement'.

- All staff delivering or assessing will be observed at least **twice per year**.
- Observations will be graded, moderated, and supported with action plans if improvements are required.
- Staff not yet "competent" will receive targeted mentoring and development.
- All staff must maintain **CPD records (submitted every 3 months)** and keep CVs updated. Ongoing CPD and reflective practice are encouraged across the College.

Terminology

- **Assessment method**: e.g., observation, questioning, projects, written assignments.
- **Candidate**: The learner being assessed.
- **Equality & Diversity**: Ensuring fair treatment and valuing individual differences.
- **Valid**: Assessment evidence relates directly to the criteria.
- **Authentic**: Evidence is the learner's own work.
- **Current**: Evidence reflects present knowledge and competence.
- **Sufficient**: Enough evidence to meet the learning outcomes.
- **Reliable**: Decisions are consistent across time, learners, and assessors.