Internal Quality Assurance and Assessment Policy 2026-27

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This Policy should be read in conjunction with the following supportive policies:

- Plagiarism Policy
- Exams Process
- Appeals and Complaints Procedure

1. Scope and purpose

- The term "**assessment**" encompasses all forms of activity that marks and/or validates learners' work. This includes **internal/external assessment and examinations**.
- **Internal Quality Assurance** is the process to ensure robust **quality assurance procedures** are applied appropriately
- Centre assessment decisions must be valid, reliable and meet the requirements of the Awarding Organisations
- **The Centre is responsible for the Quality of:**
    - Effective teaching and assessment methods
    - Consistency in assessors' interpretation of qualifications and assessment standards
    - A robust documented audit trail to record all activities in all assessments
    - Review and evaluation of processes to ensure improvement
- **The Centre is committed:**
    - To ensuring that all learners are fairly, accurately and regularly assessed in a consistent manner.
    - To meeting the **requirements** of all the **Awarding Organisations'** quality requirements
    - To ensure that any r**egulated exams/assessments that are marked by centres meet the standards of the awarding organisation[1] and JCQ instructions for conducting examinations (ICE)**
    - To ensuring that **valid assessment decisions are reached** and meet external requirements

[1]Functional Skills 4748 Maths and English Level 1 and 2: Instructions for conducting examinations

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- To ensuring i**nternal quality monitoring supports all staff in their assessment activities constructive feedback on the assessment decisions reached.**

2. Assessment principles

- Every program with work that is **assessed**, and which contributes to the **final assessment** outcome of a learner is s**ubject to effective and valid assessment procedures**.
- All assessments must be carried out by suitably qualified/ experienced staff acceptable to the Awarding Organisations. Staff can be "working towards" relevant qualifications with support and guidance from qualified staff.
- **Summative Assessments (Assignments) must be Internally Verified before they are issued to learners in line with the Awarding Organisation criteria**
- **All learners must have their progress regularly reviewed by the teacher/assessor and appropriate verbal and written feedback given.**
- Assessments should include **all types of evidence as laid down by the Awarding Organisation requirements.**
- The evidence must be recorded on appropriate documentation, which adheres to the requirements of Awarding Organisations**.**
- When required, Teachers/ Assessors must attend standardisation meetings and engage in Continuous Professional Development as required by the Centre and Awarding Organisation.

3. Assessment administration

- The Centre will ensure that the **administration of internally marked assessments will meet all awarding body requirements.**
- The Centre will ensure that **internal standardisation is carried out to ensure that assessors are making consistent, valid and reliable assessment judgements.**
- The Centre will ensure that **all documentation required to support the assessment or examination is used to record assessment outcomes.**
- **All assessing and examination staff will be trained on the processes required for each qualification to include examinations and assessment materials.**

- **The Head of Centre is responsible for ensuring that all internal quality assurance procedures have been met for all qualifications and examinations.**

4. Assessors and Teaching Staff

- The Centre will ensure that **sufficient staffing have been employed** to carry out the required marking for all assessments delivered by the Centre.
- Assessors and Teachers should be **competent in the subject area** they are responsible for or be working towards a relevant qualification.
- **Assessors and Teachers will be supported by the IQA for that subject area who will give guidance and training where required**. *All Assessors will be rated by the IQA for sampling requirements as RED, AMBER, GREEN* ***(See Appendix 1 & 2)*** *depending on their experience.*
- **Assessors and Teachers will be responsible for:**
  - Being familiar with the requirements for examinations and qualifications delivered by the Centre.
  - Carrying out assessments of evidence prepared by the learners against the mark schemes and assessment criteria.
  - Be present for any IQA meetings including standardisations and sampling.
  - Ensuring that learners' evidence is valid, authentic, sufficient, reliable and current.
  - Keeping appropriate records of learner progress against all qualifications.
  - **The IQA for each qualification or assessment will ensure that assessors and teachers attend Standardisation Activities to ensure consistency in standards of marking and assessment.**

  The IQA can only IQA assessments that they did not assess or deliver.

  - **Assessors must ensure that learners provide a written/electronic declaration that their work is authentic and, where appropriate, meets the requirements of the awarding organisations examination and assessment standards**.

5. Assessment processes and records

- The Centre will maintain reliable records to support centre marking and assessment
- The Centre will ensure that records are kept for tracking learner progress
- Records of internal quality assurance processes are prepared including:
    - Sampling plan and strategy to include rationale for sampling
    - IQA standardisation meetings and internal actions required
    - Assessor and Teacher qualifications, CPD and training given to trainees

6. Assessment Malpractice and Maladministration

- Malpractice consists of those acts, or attempted acts, which undermine the integrity and validity of assessment, the certification of qualifications and/or which damage the authority of those responsible for conducting the assessment and certification process.
- Malpractice is defined as any non-compliance in administrative requirements.
- The Centre does not tolerate actions **(or attempted actions) of malpractice by learners or staff**. The Centre may impose penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice have been proven.

6.1 Learner malpractice

The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered at the discretion of The Centre.

- plagiarism by copying and passing off, as the learners own, the whole or part(s) of another person's work with or without the originator's permission and without appropriately acknowledging the source. ***(please refer to The Centre's Plagiarism Policy)***
- collusion by working collaboratively with other learners to produce work that is submitted as individual learners work. Learners should not be discouraged from group work, as

this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc. are an essential part of group work and this must be made clear to the learners.

- impersonation by pretending to be someone else to produce the work for another.
- fabrication of results and/or evidence.
- failing to abide by the instructions or advice of a Teacher/Assessor, a supervisor, an invigilator, or Awarding Organisation conditions in relation to the assessment/ examination/test rules, regulations and security.
- misuse of assessment/examination material.
- introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions.
- obtaining, receiving, exchanging or passing on information which could be assessment/examination/test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions.
- behaving in such a way as to undermine the integrity of the assessment/examination/test. For example, a member of staff assisting a learner during an assessment or examination to improve the of the performance of the learner may constitute Gross Misconduct on the part of the member of staff.
- the alteration of any results document, including certificates.
- cheating to gain an unfair advantage.

6.2 Centre Staff Malpractice

The following are examples of malpractice by Centre staff. Any suggested malpractice by members of The Centre staff will be dealt with using relevant HR policies. The list is not exhaustive and other instances of malpractice may be considered by The Centre or an Awarding Organisation:

- failing to adhere to JCQ and other Awarding Body examination procedures
- failing to keep an approved marking and/or assessment scheme secure
- alteration of any approved marking and/or assessment scheme
- alteration of approved assessment and grading criteria

- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves staff producing work for the learners
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be learner's own, to be included in a learner's assessment
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis (scribe), this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- failing to keep learner electronic files secure
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, i.e. claiming for a certificate prior to the learner completing all the requirements of assessment
- failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- obtaining unauthorised access to assessment/examination/test materials

6.3 Dealing with Staff Malpractice

- The Head of Centre or appropriate nominee will supervise investigations resulting from allegations of staff malpractice under JCQ regulations linked here and other relevant Awarding Body requirements
- Investigations into alleged malpractice against the Head of Centre will normally be conducted by the CEO or Chairman or an appointed nominee.
- If malpractice is discovered, or has been reported directly by a third party, The Centre will investigate in a way commensurate with the nature of the malpractice allegation using JCQ and other Awarding Body procedures.
- Any malpractice, or attempted acts of malpractice, which have influenced the assessment outcomes, will be reported by the centre to the relevant Awarding Organisation. The Centre

will observe the procedures for reporting malpractice incidents as outlined by the relevant Awarding Organisation.

- Where The Centre discovers or suspects anyone of malpractice, the individual will be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences; and, should malpractice be proven, the Company may treat this as Gross Misconduct and terminate any Employment Contract at their sole discretion.
- Where The Centre alleges that an individual may have been involved in act of malpractice, the individual will be given the opportunity to respond (preferably in writing) to the allegations made. The Centre will also inform such individuals of the avenues for appealing should a judgment be made against them.
- Awarding Organisations reserve the right to access any documents held by the centre in relation to alleged malpractice. Also, the Awarding Organisation may report to the regulatory authorities' certain cases (e.g. where members of staff are found to have committed malpractice) and include details of the action taken by the Head of Centre/CEO. It may be necessary during this process to notify the funding authorities and for the Awarding Organisation to share information with other Awarding Organisations. In some cases of malpractice, the police may have to be informed.

6.4 Penalties, sanctions and appeals

An Awarding Organisation will take action to protect the integrity of its qualification in the future.

This action may include:

- refusing to accept assessment/examination entries from a centre in cases where malpractice is established
- reserving the right to withdraw programme approval from centres where malpractice has been identified
- reserving the right to refuse to issue or to withdraw certificates
- Awarding Organisations have established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice

- Appeals against a decision made by an Awarding Organisation will normally be accepted only from Head of Centre/CEO (on behalf of learners and/or members of staff) and from individual members of centre staff (in respect of a decision taken against them personally).

7. Assessment Appeals

- **All students** at Green Labyrinth enrolled onto courses leading to a recognised award or qualification, are entitled to assessment procedures which are open, fair, and non-discriminatory.
- Any complaints, including concerns, disagreements or misunderstanding relating to the assessment process will be treated seriously and professionally.
- The Centre will facilitate access to relevant and necessary information and documents and will demonstrate due regard to matters of privacy, confidentiality and the reasonable interests of all concerned. Where disclosure is necessary to progress the complaint, the complainant will be informed in advance. Every effort will be made to resolve such issues to the satisfaction and agreement of all parties.
- The administration of assessment for a given award or qualification is the responsibility of the specified Teacher/ Assessor. The Teacher/Assessor is responsible to the Head of Centre.

8. Monitoring & Evaluation

- Head of Centre is responsible for ensuring that all assessment processes meet the requirements of this policy and relevant Awarding Organisations.
- Evidence that both assessment and IV/moderation had taken place must be available for monitoring by Head of Centre/ Study Programme Manager/Lead Verifier upon request.
- Internal monitoring of assessment activity will be carried out via internal verifier/moderator/Lead Verifier and overseen by Centre manager.
- The policy will be reviewed annually in July 2025 by the Senior Leadership Team.

Review and Update:

Next review date is XX

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Appendix 1: Roles and Responsibilities of an Assessor

An Assessor will need to be able to:

- Work with the IQA to design the course to meet the "**rules of combination**" of any qualification
- Interpret the requirements of the qualification specification and unit assessment criteria
- Understand the **assessment criteria** of each unit
- Prepare a work plan/scheme of work of delivery to ensure that all units are delivered to meet **GLH** and f**unded timeframe**.
- Prepare resources and deliver the knowledge and skills using **teaching strategies** appropriate to the learners on the course
- Prepare appropriate **summative and formative assessment materials** that allow the candidate to meet the assessment criteria
- Ensure to apply the **RPL** method of assessing to find the learners' start points in any subject matter included in the qualification
- Understand the difference between pass, merit and distinction assessment criteria
- Assess and mark all coursework prepared by the learner using the **"feedback sandwich"** method and identifying **SPAG** errors.
- Ensure that feedback is given back to learners in a timely manner so that they can update or add to their evidence/assignment.
- Support learners to prepare a **portfolio of evidence** which is logically presented with:
    - An index page at the front of the portfolio that lists all the units they are covering in their qualification
    - An **authentication statement** either at the front of the portfolio or on each assignment to confirm that all work submitted by the learner is originally theirs
- Ensure that learners work is **authentic, sufficient, current and valid.** If there is any doubt that there is **plagiarism** or the learner has not created the work themselves, this must be challenged.
- The assessor should sign off each unit when all assessment requirements are met
- The assessor should also sign off the whole qualification once all units are completed and prepare the portfolio for the IQA
- Assessors should keep records of candidates' progress

Other parts of the role

- The Lead IQA will hold meetings with all assessors for standardisation of assessing and marking. All assessors should attend these meetings to ensure that assessment of each unit is the same for every assessor.

Appendix 2: IQA Role and responsibilities

The IQA is a key member of the Quality Assurance process. They monitor the work of all the assessors and teachers involved with all qualifications to ensure compliance with standards is consistent throughout the assessment process.

The IQA Role responsibilities include:

- Production and implementation of IQA Sampling plan(s) for each relevant qualification;
- Implementing robust quality assurance systems;
- Reviewing assessment decisions made by assessors;
- Training and supporting the development of all teachers and assessors through CPD and other training;
- Monitoring and improving assessment practices;
- Being aware of and implementing relevant procedures to meet the external awarding organisation or JCQ requirements;
- Arranging sampling activities throughout the assessment period in accordance with the relevant sampling plan(s);
- Planning and chairing standardisation meetings to ensure consistency of evidence;
- Maintaining records of sampling;
- Reviewing the IQA strategy with the Head of Centre and implementation of any changes required.

IQAs are also responsible for giving advice and guidance to Assessors within their curriculum and occupational area on such matters as:

- situations that could arise when assessing and quality assuring e.g. health and safety, safeguarding
- specific scenarios such as protecting clients' dignity and/or confidentiality when observing.
- lack of support from the employer organisation
- dealing with evidence of discrimination or bullying

It is the Centre's responsibility to ensure that IQAs are competent in their role. The Centre must ensure that the IQAs are given support and training where required and, where applicable, maintain occupational competence.

Appendix 3 – Quality Assurance Procedures

Sampling Rationale and Plans – RAG RATING

All IQA plans are based on a sampling rationale whereby assessors are rated according to the level of risk they represent. IQAs at Green Labyrinth use a colour rating as follows:

- **Red indicates a high level of risk:** existing assessors with no record of CPD; new or existing assessors with frequent actions identified on sampling (newly qualified or those new to Green Labyrinth); any assessor identified as having made unsafe decisions; those with high caseloads
- **Amber indicates a medium risk:** newly qualified assessors with few actions identified on sampling; qualified or experienced assessors new to Green Labyrinth
- **Green indicates a low level of risk:** experienced assessors who consistently demonstrate up-to-date practice in line with Centre and awarding body requirements: rare actions identified on sampling.

Monitoring of assessor practice

IQAs' monitoring of assessment practice increases according to the level of risk, as follows:

- **High Risk:** IQA activity will depend on individual needs. However, a minimum of two observations of assessment practice and ongoing sampling of decisions across all units, learning outcomes and assessment criteria until the assessor regularly demonstrates accuracy and/or consistency of judgement and practice.
- **Medium Risk: IQA** to include at least one observation of practice and sampling of decisions across a sample of units and/or assessment criteria (to be decided by the IQA based on previous practice).
- **Low Risk:** sampling based on any CPD objectives in the assessor's individual training record and/or team standardisation; observation of practice, at least annually or if required or requested by the assessor.

IQAs' activities include observations of live practice and these form part of each visit. Frequency of visits is according to the IQA's judgement: he or she will review and revise individual ratings following each round of visits.

The results of any IQA sampling and observations should be fed back to Assessors within 2 weeks of the date of sampling or observation.

Areas of sampling

The IQA plan for each programme area includes sampling all of the following:

1. **Learners:** Across cohorts and/or programmes

2. **Assessment methods:** Use of oral questioning, observation, use of others e.g witness testimony, RPL, product evidence, professional discussion, assignments, case studies, tests and projects

3. **Units/assessment criteria:** New qualifications and/or units; levels; grades; comparison of assessment criteria – "critically evaluate" for example

4. **The learning process/learner journey:** Recruitment and RPL; Induction; training/learning

5. **Records:** Recording of decisions; assessor reports; marking/grading schemes; assignment marking; feedback to learners

Standardisation Meetings and examples of Agenda items

IQAs should hold a minimum of **four team meetings annually with assessors** in the programme area for which they are responsible.

The content and aim of Standardisation meetings are:

1. Ensure the accuracy and consistency of assessment decisions
2. Improve the practice of assessors e.g use of assessment methods, feedback to learners, use of documentation or units, or assessment criteria causing problems.
3. Focus areas of practice identified through observation, sampling decisions,
4. Feedback from the EQA
5. External changes to the sector, standards and/or qualifications.

Appendix 4 – Forms and Templates

Adult Learner Loan

The following list of Forms and Templates should be used in the Adult Learner Loan process to meet quality standardisation requirements

- Scheme of Work template
- Portfolio index of units for sign off by assessor for each unit
- OTLA Template
- IQA - Sampling rationale
- IQA - Sampling plan
- IQA – Feedback to assessors if assessment needs improvement
- IQA – Completion certificate (claim form)
- Student Progress reviews x 3 per year
- Student Surveys – gather learner voice
- Student Exit Reviews

Study Programmes

- Scheme of Work
- Portfolio index of units
- OTLA Template
- IQA - Sampling rationale
- IQA - Sampling plan
- IQA – Feedback to assessors if assessment needs improvement

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- IQA – Completion certificate (claim form)
- Student Surveys – gather learner voice
- Student Transitions and Exit Reviews

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