

### **Internal Quality Assurance Process**

London School of Academics operates in accordance with City and Guilds Quality Assurance Guidance. To take account of City & Guilds commitment to ensure that qualifications retain value and credibility the college follow the internal quality assurance process set out in this document. The college also operates in accordance to Part B: Expectation B6 through ensuring that the college`s processes of assessment are equitable, valid and reliable.

Internal quality assurance brings the college many benefits which include the following:

- Maintenance of public confidence in qualifications
- Ensures assessment is managed
- Ensures national standards are met
- Delivery of training and assessment are at the highest quality
- Improved learner experience
- Raised learner achievement rates

### **Internal Quality Assurers**

The college has an internal quality assurance team which consists of Internal Quality Assurers (IQA). The role of IQAs (in line with City and Guilds guidance document) is to manage assessment so that it consistently meets the national standards set. IQAs manage risk and set out the guarantee that certification follows the meeting of national standards by a learner.

IQAs:

- plan, operate and evaluate internal assessment and quality assurance systems
- support and develop the teaching team and assessors
- monitor and improve the quality of assessment practice
- apply policies, procedures and legislation to meet external/regulatory requirements

### **Quality and quality assurance measures**

The college is responsible for internal quality assurance and City and Guilds is responsible for external quality assurance. Internal quality assurance influences both the delivery and assessment of qualifications. The following details the college`s internal quality assurance measures:

- The college is centre approved
- The college has its qualifications approved
- All assessors go through training and have Assessors Awards
- The college recruitment process involves the display of accurate information, entry requirements for the qualifications offered, a published admissions policy and admissions team guidance to ensure all follow the same process when interviewing learners for admission onto a qualifications offered.
- The college has an induction process where policies and procedures are communicated as well as the college expectations set for learners.
- The college initially assess learners using the standardised methods
- Qualifications are planned, scheme of works and session plans are standardised
- The teaching team`s resources are standardised
- The college assessors assess work in line with the grading criteria set out by City and Guilds. Learners are provided with the assessment criteria in their handbooks.

- Achievement is recognised through the issuing of qualification certificates by City and Guilds

The following details the college`s internal quality assurance measures for monitoring quality:

- Sampling strategy

### **Sampling strategy**

The college`s IQA team operate in accordance with the City and Guilds guidance on quality assurance sampling qualifications using the following principles as this ensures that an accurate picture is given as to what is happening on the whole with regards to the delivery and assessment of the qualification.

Sampling principles taken account of the IQAs sampling plan:

<p><u>Learners</u> IQAs sample work from a range of learners at random regardless of gender, age, ethnicity etc. On the DET three units from each learner are sampled.</p>	<p><u>Assessors</u> Work sampled have been assessed by a range of assessors. The quality of assessor judgements are reviewed at both interim and summative stages of the qualification.</p>	<p><u>Methods of assessment</u> The methods of assessment sampled include questioning, observation, evidence, units and learner practice portfolios.</p>
<p><u>Evidence</u> A variety of evidence from assessments and teaching is sampled. This can include learner written work and the resources of the teaching team.</p>	<p><u>Records</u> A range of records are sampled including plans, reports from the teaching team and assessors. IQA records as well as learner and assessment records.</p>	<p><u>Assessment sites</u> The college has only one assessment site therefore sampling is carried out on the CEME campus. However with work based teaching observations, IQAs can sample assessor`s assessments.</p>

### **Forms of sampling**

The IQA team sample throughout and at the end of a qualifications to ensure that quality assurance is maintained:

#### **Interim sampling**

The IQA team review learner work at the end of each term therefore sampling throughout the duration of the qualification. Interim sampling enables the IQA team to identify any issues at an early stage and also enables the identification of good practice which can be shared with the teaching team and assessors to better practice.

#### **Summative sampling**

The internal quality assurance team carryout summative sampling in the last term of a cohorts` qualification and where requested. Summative sampling involves the review of the quality of the learning completed and collective assessment judgements. IQAs check and confirm that all

the teaching team and assessors have covered requirements and checked all evidence is valid, authentic, current, reliable and sufficient.

The IQA team record and report on all sampling through written comments, initialling with comments and written reports.

### **IQA sampling range**

IQAs sample the following delivery and assessment methods:

- Learning delivery
- Performance (through observation)
- Witness testimonies
- Professional discussions
- Oral and written questioning
- Assessment of learner work
- Recognition of Prior Learning
- Examination of work products
- Reflective accounts
- Learner reports

Sampling takes place every term of a qualification and those delivering the qualification are observed at least once every year by the IQA team.

The IQA team will assess the performance of an assessor through observing them live at least once a year. They will also question learners on their journey on the course and request feedback on the delivery, assessment and assessing of the qualification which they are registered on.

### **Standardisation**

IQAs have the role of standardisation, which involves the consideration of the following through meetings:

- Feedback on City and Guilds monitoring activities (External Quality Assurance visits)
- Feedback from learners on assessment practice (Appeals and Complaints)
- Feedback from learners on unit delivery (Unit feedback)
- Feedback on good practice in relation to assessing

Standardisation meetings are held at least three times a year however where required they are held more frequently. Record is kept of meetings through minutes as these inform part of programme monitoring and review. Information gathered from the IQA standardisation meetings forms part of annual programme monitoring and review.