

UK Graduate College

Internal Quality Assurance Policy

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Related Policies	<ul style="list-style-type: none"> Assessment Policy (HE and Pathways)
External Reference Points	<ul style="list-style-type: none"> OfS Regulatory Framework – B4 Conditions – Quality and Standards UK Quality Code for Higher Education 2024

Who does this policy apply to?

If you are...	Then..
On a programme leading to an award from ATHE or City and Guilds	All parts of this policy apply
On a programme leading to an award from Pearsons	See separate policy

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1. Introduction

- 1.1. The College is committed to ensuring that it conducts internal quality assurance processes effectively and in line with awarding organisation requirements. The IQA process is required to ensure that all assessments are fair, valid and consistent and meet the standards of the assessment criteria for each learning outcome. The IQA process also ensures that assessment feedback is accurate and developmental so that it provides students with the guidance they need to improve.

2. Purpose and Scope

- 2.1. This Policy sets out the internal quality assurance processes conducted at the College. It explains the roles and responsibilities for tutors and lecturers as well as assessors and internal quality assurers (IQAs). It covers the checking of each programme to ensure that it is fit for purpose and the method of interim and summative sampling to ensure that students receive feedback before summative assessment and that the assessment decisions are in line with qualification requirements. This includes the quantity and criteria of sampling and the documentation used for IQA sampling and reporting. It also includes details of recordkeeping requirements, monitoring of student progress, standardisation meetings and the preparations provided for staff about IQA during the staff induction process.
- 2.2. This policy covers the internal quality assurance processes for all programmes including further and higher education qualifications being delivered by the College. The policy covers the requirements of each awarding organisation whose qualifications are offered at the College.

3. Aims & Objectives

- 3.1. This policy aims to ensure that all courses are delivered and assessed to high academic quality and standards. It ensures also that:
- There are clear processes for internal quality assurance that everyone is aware of including students and faculty
 - The IQA processes are consistent and in line with relevant awarding organisation requirements
 - The IQA processes are fit for purpose and ensure that assessments practices are fit for purpose

4. Roles and Responsibilities

Tutors/Lecturers

- 4.1. Tutors at UK Graduate refers to teaching faculty for further education courses up to Level 3. Lecturers refers to teaching faculty for higher education courses from Level 4 onwards. Tutors and lecturers normally carry out interim assessment feedback and summative assessments feedback and marking.

Assessors

- 4.2 Assessors are normally the Tutors and Lecturers who carry out the interim and summative feedback and summative marking of student submissions. In some cases, however, the assessor may be another Tutor or Lecturer who has not taught the students being assessed. The Assessor must be qualified and experienced in teaching the content of the module or unit they are assessing. In addition, all assessors must undergo training by the Programme Leader, Principal or other qualified person before they carry out assessments. Assessors must also attend standardisations meetings before carrying out assessments.

Internal Quality Assurers (IQAs)

- 4.3 Internal Quality Assurers (IQAs) are responsible for sampling and internally quality assuring the assessment feedback and marking conducted by all assessors. The IQA may also chair standardisation meetings and provide assessors with training and support in how to complete the assessments correctly. IQAs must have whatever training and qualifications are required by awarding organisations before they may carry out IQA sampling of interim and summative assessments.

5. Checking the Credibility of Programmes

- 5.1 Before a module or unit is delivered, the Tutor or Lecturer should submit a Scheme of Work showing how they will cover all of the learning outcomes. The Head of Programme will also appoint a faculty member to write the Assignment Brief, if not provided by the Awarding Body. The Assignment Brief and the Scheme of Work are checked by the Internal Quality Assurer to make sure they are fit for purpose and the IQA submits a report on this to the relevant Tutor(s) or Lecturer(s) and Programme Leaders. If the IQA recommends any amendments to the Assignment Brief, or Scheme of Work the relevant faculty will adopt the changes. Faculty and the IQA will then report to the Academic Board on any changes that have been implemented.

6. Sampling Strategy

- 6.1 The Internal Quality Assurer will select a sample of each module or unit being assessed, making sure that they sample from at least one module or unit delivered by each assessor. The sample will be risk-based depending upon the following factors:

Criteria	Sample size
If the Tutor/Lecturer is new	100%
An issue or concern has been reported by staff and/or students	100%
The Module or Unit is new	50%
Students have got very generally very high results or there has been a very high failure rate	50%

- 6.2 If the IQA finds some inconsistencies or other issues of concern, they may decide to conduct further investigations up to 100% of assessments for a given module or unit.

6.4 If there are no reasons to be concerned, the work of every student is sampled up to at least 10 students and thereafter 10% of student work is sampled.

6.5 If the IQA disagrees with the assessor, they may ask the assessor to remark all the work

7. Feedback to Assessors

7.1 The IQA will provide feedback to assessors on their assessments using the required form for each awarding organisation. See Appendix A for awarding organisation IQA templates.

8. Records of Assessments

9.1 The IQA records along with the assessment records of all student and modules and units will be stored in password protected files at the College for five years, or for the length of time required by awarding organisations.

9. Monitoring Student Progress

10.1 The College holds Interim Assessment Board meetings after Semester One and End of Session Assessment Board meetings after the Second Semester when an academic year has completed, then again after the resit period. Student results are ratified at these meetings and their progress monitored including continuation and completion data. In addition, the College holds termly Programme Committee meetings and Academic Board meetings where the overall progress of students is also monitored.

10. Standardisation Meetings

11.1 There will be a minimum of two standardisation meetings for each unit or module being delivered throughout the year chaired by the relevant Internal Quality Assurer (IQA). All Assessors responsible for teaching and assessing the relevant module or unit will be required to attend the standardisation meeting.

11.2 The first standardisation meeting will be held in the middle of the Semester and a second meeting will be held just after the summative assessments are completed. The Standardisation meeting Agenda will include the following standing items:

- Unit/Module Descriptors
- Learning Outcomes and Assessment Criteria
- Vocational Scenarios in the Assignment Brief
- Discussions around Assessment Activities

- Samples of assessed work with a range of grades
- The UK Graduate Learning Teaching and Assessment Strategy
- IQA reports including action points
- EQA reports including actions points
- Student evaluations on the module/unit
- Resources for the module/unit
- AOB

11. Staff induction process

12.1 When Tutors or Lecturers join the College, they will be provided with a full induction. This will include a workshop on the College's Learning Teaching and Assessment Strategy, Assessment Policy and Internal Quality Assurance Policy. All Tutors will be required to attend training delivered by one of the College's IQAs on the College's approach to feedback for interim assessments and feedback and marking for summative assessments.

Appendix A

ATHE Internal Verification Form

Qualification Title			
Unit Title			
Assignment Name (where appropriate)			
Learner Name		Learner ID number	
Name of Assessor		Date of Assessment	
Is the feedback to the learner linked to achievement of LOs and the assessment criteria? Provide evidence for your judgement			Yes/No
Has the work been assessed to the correct standards as stated by the ACs? Is achievement of the LO secure? Provide evidence for your judgement			
Is the feedback to the learner detailed so they understand what has been achieved and the areas for improvement? Provide evidence for your judgement.			Yes/No
Identify any actions required by the assessor which have resulted from the verification. Provide dates for the actions to be completed and when the learner work needs to be returned to the IV			
Confirmation of actions completed		Assessor Name and Signature	

Date		Internal Verifier Name and Signature	
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