



Internal Quality Assurance (IQA) Strategy (City & Guilds / ILM)

Version 2.0

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1. Introduction

- 1.1. London School of Science and Technology (LSST) adheres to City & Guilds Quality Assurance Guidance, which is designed to uphold the value and credibility of its qualifications. This document explains the requirements for the delivery, assessment and awarding of City & Guilds / ILM qualifications. All centres must adopt and implement these requirements across their qualification provision.
- 1.2. As part of this commitment, LSST follows an internal quality assurance process outlined in this document. Additionally, LSST aligns its operations with the Office for Learners (OfS) Regulatory Framework and the Education Inspection Framework (EIF) ensuring that the School's assessment processes are (Valid, Authentic, Reliable, Current and Sufficient (VARCS).
- 1.3. Implementing internal quality assurance provides numerous advantages for the School, including:
 - By adhering to rigorous quality assurance measures, LSST upholds public confidence in the qualifications it offers.
 - Effective Assessment Management: The internal quality assurance process ensures that assessment procedures are effectively managed, leading to consistent and reliable outcomes.
 - Meeting National Standards: LSST's commitment to internal quality assurance guarantees that national standards for education and assessment are met consistently.
 - High-Quality Training and Assessment: Through internal quality assurance, LSST ensures that the delivery of training and assessment meets the highest standards of quality and excellence.
 - Enhanced Learner Experience: By implementing effective quality assurance practices, LSST aims to improve the overall learner experience, ensuring learners receive the support and resources they need to succeed.
 - Increased Learner Achievement Rates: The focus on quality assurance helps raise learner achievement rates, enabling learners to reach their full potential.
- 1.4. By integrating internal quality assurance into its operations, LSST provides a robust and reliable educational experience that meets the expectations of both learners and stakeholders.
- 1.5. Consistent and effective quality assurance requires LSST to work closely with City & Guilds. As such, LSST's quality assurance model encompasses:
 - Internal Quality Assurance (activities and processes undertaken within approved centres); and

- External Quality Assurance (activities and processes undertaken by City & Guilds/ ILM).

2. Internal Verification

- 2.1. The purpose of both External and Internal Verification is to ensure that the principles of assessment are met, guaranteeing consistency, accuracy, reliability, sufficiency and authenticity.
- 2.2. During the process of internal verification, various Quality Assurance procedures are employed to ensure effective assessment practices. These procedures encompass the design of appropriate assessment tools, providing feedback to assessors, assessing learner work to ensure that the work submitted is Valid, Authentic, Reliable, Current and Sufficient, and giving subsequent feedback to learners.
- 2.3. By adhering to these Quality Assurance processes during internal verification, the School ensures that assessment practices this commitment guarantees that learners receive a high-quality education and that their achievements are accurately assessed and recognised.

2.4. Pre-Verification Checking of Assignment Briefs (All qualifications)

- 2.4.1. Every assignment will be checked, reviewed and approved by an Internal Quality Assurer before being issued to learners, to ensure it:
 - Is fit-for-purpose, i.e., addresses the assessment criteria required by City & Guilds;
 - Is based on the most recent specification;
 - Enables learners to achieve the full range of achievement;
 - Makes clear to learners exactly what they need to do;
 - Complies with any other regulatory requirements.
- 2.4.2. Any assignments developed by LSST will be presented to the External Quality Assurer for approval prior to delivery.
- 2.4.3. Good practice should be highlighted, and constructive, developmental feedback should be provided to the Assessor, i.e., reasons for amendments, improvement suggestions, etc.
- 2.4.4. All assignments and their pre-verification approvals will be reviewed and ideally updated annually. This helps to prevent potential plagiarism and also, help ensure that Assignments take into account any changes e.g., in legislation or working practices in the vocational area.

2.5. Internal Verification of Assessment (All qualifications)

- 2.5.1. Completed learner work, for each cohort of learners, will be Internally Verified on an ongoing basis throughout the Course (Formative) and also at the end of the Programme (Summative).
- 2.5.2. For each cohort of learners, an appropriate sample of assessed learner work will be internally verified. Where there are 10 learners or less on a qualification, a minimum sample size of 100% is required.
- 2.5.3. Moderators must review a range of grades to help determine if the current sample is appropriate or if others need to be picked, to allow for a sample of all grades.
- 2.5.4. It is best practice to follow the principles of CAMERA when creating a sampling plan:
- **C (candidates or learners)** – Sampling must cover ethnicity, gender, employed full or part time and special arrangements, all referrals.
 - **A (assessors)** – Sampling will cover all assessors taking into account a higher risk of new tutors or feedback from External Quality Assurer (EQA) reports, across all assessment sites, occupational and qualification, experience.
 - **M (Methods of assessment)** – Sampling will cover all units and assessments.
 - **E (Evidence types)** – Written confirmation that assignment is valid, authentic, current, sufficient, plus a focus on any special requirements and identified problem units.
 - **R (Records)** – All documents relating to assessments and assessor feedback to learners.
 - **A (Assessment locations)** – Across different assessment locations.
- 2.5.5. Internal Verification Sampling Plans will be in place within 6 weeks of the start of the programmes. Effective measures must be in place to address any shortfalls in assessment.
- 2.5.6. All assessment decisions must satisfy the 'VACSR' rule – meaning that the supporting evidence is valid, authentic, current, sufficient and reliable. A centre tracker attached to the CA2 form, which includes information on all assessment sites/locations will be completed for every sample.

3. Roles and Responsibilities

3.1. Tutors

- 3.1.1. LSST appoints Tutors for each approved qualification to conduct marking and assessment judgements. The key responsibilities of Tutors include:

- Assessing evidence of learner competence and capability against qualification standards, assessment criteria or mark schemes.
- Delivering the qualification in compliance with the requirements of the Awarding Body.
- Engaging with required IQA activities, including training, standardisation and ongoing internal sampling

3.2. Internal Quality Assurers

3.2.1. LSST has established an internal quality assurance team comprising Internal Quality Assurers (IQAs). Guided by City & Guilds, the primary role of IQAs is to oversee assessment processes to ensure they consistently meet national standards. They are responsible for managing risks and providing assurance that the certification aligns with the attainment of national standards by learners.

3.2.2. The key responsibilities of IQAs include:

- Planning, Operating, and Evaluating: IQAs plan, implement, and evaluate internal assessment and quality assurance systems to ensure effective.
- Supporting and Developing Teaching Team and Assessors: IQAs monitor, support and provide development opportunities to the teaching team and assessors to enhance their assessment and delivery practices.
- Monitoring and Improving Assessment Quality: IQAs continuously monitor and refine the quality of assessment practices, ensuring they align with the required standards.
- Applying Policies, Procedures, and Legislation: IQAs enforce relevant policies, procedures, and legislation to meet external and regulatory requirements governing assessment and quality assurance.

3.2.3. Internal verification encompasses various quality assurance processes, including designing appropriate assessment tools, providing feedback to assessors, evaluating learner work, and delivering feedback to learners. These processes must ensure the following:

- Appropriate Assessments: Selecting and utilising appropriate assessments for each qualification to accurately measure learner achievement.
- Sufficient Evidence Generation: Ensuring assessment tools are capable of generating sufficient evidence to allow candidates to demonstrate their attainment of the required standard.
- Familiarity with City and Guilds Standards: Ensuring all delivery staff are familiar with the standards and regulations set by the City & Guilds.

- Robust Audit Trail: Ensuring the documentation maintains a robust audit trail with accurate and complete entries of dates, signatures, and other required information.
- Consistent Decision-Making: Ensuring delivery staff make accurate and consistent decisions for the same qualification across all learners in line with the requirements set by the City and Guilds.
- Understanding Commend Verbs: Ensuring all delivery staff are familiar with the commend verbs associated with their qualifications, enabling them to provide appropriate guidance and feedback to learners.

3.2.4. Through the implementation of internal quality assurance and internal verification processes, LSST strives to maintain high assessment standards, promote consistency, and ensure the robustness of its qualification processes.

3.3. **External Quality Assurers (EQAs)**

3.3.1. All LSST's assessments are subject to external quality assurance by City & Guilds/ ILM. The School uses two main quality assurance models to monitor the delivery of centre assessments and ensure that assessment judgements are valid, authentic, current and sufficient. These models are verification and moderation.

4. **Sampling strategy**

4.1. The School's IQA team operate in accordance with the City and Guilds guidance on quality assurance sampling qualifications, employing principles that ensure a comprehensive overview of the delivery and assessment of qualifications. The IQA sampling plan incorporates every candidate, tutor, unit, assessment method, evidence type, record, and assessment decision to provide an accurate and holistic picture.

4.2. **Candidates or Learners**

4.2.1. IQAs sample work from a diverse range of learners at random regardless of gender, age, or ethnicity across all campuses including candidates. This includes- certificated, almost complete, mid-way and at the beginning of the assessment- as well as those from planned or unplanned increases in candidate number.

4.3. **Tutors and IQA**

4.3.1. A selection of assessors and IQAs across campuses will be sampled over a period of the qualification. Special attention is given to decisions made by unqualified or inexperienced tutors and IQAs, those working towards TAQA, new to the centre, as

well as considerations of their qualifications, previous action plans, workload, caseload, occupational experience, and continuing professional development (CPD).

4.4. Methods of Assessment

- 4.4.1. A variety of methods of assessments will be sampled including questioning, observation, witness testimony, professional discussion, recognition of prior learning (RPL), use of simulation, product evidence, assignments, projects, centre devised assessments and tests.

4.5. Evidence

- 4.5.1. All types of candidate evidence will be selected throughout the assessment process, and not just end loaded or on completion. While all units will be sampled in a single activity, every unit will be sampled throughout the qualification.

4.6. Records

- 4.6.1. Assessor plans, assessment decisions, CPD records, standardisation plans and activities will also be sampled.

4.7. Assessment locations

- 4.7.1. The accuracy of centre assessment judgements will be evaluated across all assessors and IQAs, including feedback, actions, recommendations, and adjustments. This will cover all grade boundaries including pass/fails/referrals. Marks must be scrutinised alongside the IQA records and assessor feedback reports. A range of units will be sampled in each activity, ensuring all units are eventually covered over time

5. Forms of sampling

- 5.1. The IQA team samples throughout and at the conclusion of qualifications to ensure that quality assurance is maintained:

5.2. Interim sampling

- 5.2.1. The IQA team reviews learner work at the end of each term, thereby sampling throughout the duration of the qualification. Interim sampling enables the IQA team to identify any issues at an early stage and also highlights the identification of good practices that can be shared with the teaching team to share best practice. It also aids in identifying any areas of improvement for individual members of the teaching team and the organisation, facilitating the development of both organisational and individual developmental plans.

5.3. Summative sampling

- 5.3.1. The internal quality assurance team conducts summative sampling in the final term of a cohorts' qualification and where requested. Summative sampling involves reviewing the quality of completed learning and collective assessment judgements. IQAs ensure that all requirements have been met by the teaching team and assessors at the London School of Science and Technology, confirming that all evidence is valid, authentic, current, reliable and sufficient.
- 5.3.2. The IQA team documents and reports on all sampling through written comments, initialling with comments and written 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.
- 5.3.3. The IQA team assesses the performance of an assessor through live observations at least once a year. They also engage with learners to gather feedback on their course experience, including delivery, assessment and overall satisfaction with the qualification they are enrolled in.

6. Standardisation

- 6.1. Standardisation meetings are conducted at least three times a year, and when necessary, additional meetings are scheduled to address specific requirements. These meetings are essential for ensuring consistency and alignment within the assessment process. Comprehensive minutes are documented during these meetings, serving as a valuable resource for programme monitoring and review.
- 6.2. The information collected during IQA standardisation meetings plays a vital role in the annual programme monitoring and review process. It provides valuable insights and data that contribute to evaluating the effectiveness of the programmes offered. These meetings enable the identification of areas for improvement and help ensure that the programmes maintain the required standards.
- 6.3. By documenting the discussions and decisions made during standardisation meetings, the School maintains a record of the collective efforts to enhance the quality and consistency of assessments. This record serves as a valuable resource for ongoing programme monitoring, review, and continuous improvement and provides insights into developing our annual quality review.

7. Minimum period for retaining records

- 7.1. LSST retains records from the moment a learner is registered and for a minimum of three years following certification, ensuring that any potential issues can be addressed.

8. Additional guidance

General

[Guidance on Internal Quality Assurance of Qualifications](#)

[Recording Forms for centres and candidates](#)

[Guidance on Internal Quality Assurance of Qualifications forms and documents](#)

Centre Devised Assessments

[City & Guilds / ILM Quality Assurance Standards: Centre Assessment](#)

[Centre Devised Assessments - Developing centre devised assessments \(GM1\)](#)

[Centre Devised Assessments - Generic grading criteria \(GM2\)](#)

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