

Inspire London College



Internal Quality Assurance Policy and Strategy

Internal Quality Assurance Policy and Strategy	Last Review:	September 2025
	Amended Date:	N/A
	Next planned review in 12 months, or sooner as required	

Internal Quality Assurance Policy

1. Introduction

Inspire London College is committed to continuous quality improvement, ensuring that learners receive high-quality education and assessment services. The College follows a structured and robust internal quality assurance process, ensuring that assessment practices are valid, reliable, fair, and consistent. Internal quality assurance procedures involve monitoring, standardisation, and review of assessment decisions, ensuring that learners are assessed accurately and equitably.

The College adopts an evidence-based approach to IQA, involving ongoing self-assessment, peer review, and external quality assurance engagement. This ensures that assessment and verification processes remain compliant with regulatory standards and awarding body requirements. The IQA process also supports assessors in developing their professional skills while ensuring that learners receive consistent and constructive feedback.

2. Scope

This policy applies to all learners, staff members, assessors, internal quality assurers (IQAs), and stakeholders at Inspire London College. It establishes the framework for internal quality assurance (IQA) processes, ensuring compliance with awarding body regulations and maintaining high standards in teaching, learning, and assessment.

3. Policy Aims

The primary aim of this policy is to maintain the integrity of the assessment and verification process by ensuring that all assessment decisions are accurate, consistent, and in line with awarding body standards. Inspire London College is committed to fostering a culture of quality assurance and continuous professional development to enhance the learning experience.

The College ensures that internal quality assurance procedures are transparent, fair, and inclusive, enabling learners to achieve their qualifications without bias or disadvantage. Assessors and IQAs are provided with ongoing training and support, ensuring that they remain competent in their roles.

4. Internal Quality Assurance Process

Internal quality assurance at Inspire London College follows a structured cycle that includes pre-assessment, during-assessment, and post-assessment quality assurance measures.

Assessments are planned and reviewed to ensure that they align with qualification standards. Before assessments take place, IQAs conduct assessment planning meetings to ensure that assessment strategies are appropriate and meet awarding body requirements.

During the assessment process, IQAs sample and verify assessor decisions to ensure that grading is accurate, consistent, and compliant with required standards. IQAs provide assessors with feedback, support, and guidance where necessary, ensuring that assessments remain valid, reliable, and fair.

Post-assessment, the IQA team conducts standardisation activities to ensure that assessors interpret and apply grading criteria consistently. Internal verification reports are reviewed and submitted to awarding bodies for external quality assurance (EQA).

5. Responsibilities of Staff

All staff involved in assessment and quality assurance have a responsibility to uphold the highest standards of academic integrity. Assessors are responsible for ensuring that learner work is assessed fairly and accurately, while IQAs are responsible for monitoring assessment decisions and providing constructive feedback.

IQAs must ensure that assessment decisions are consistent across different assessors and learner cohorts. Any concerns regarding assessment malpractice or inconsistencies must be reported and addressed in line with college procedures. IQAs are also responsible for ensuring that learner evidence is authentic, sufficient, and meets the assessment criteria.

The Head of Quality Assurance (Lead IQA) oversees the implementation of the IQA strategy, ensuring that all processes align with awarding body requirements and regulatory expectations.

6. Standardisation and Continuous Improvement

To ensure consistency in assessment decisions, Inspire London College conducts regular standardisation meetings, where assessors and IQAs review assessment practices and grading interpretations. These meetings ensure that all assessors apply assessment criteria consistently, reducing the risk of grading discrepancies.

Feedback from standardisation meetings is used to inform training and professional development for assessors and IQAs. The College also gathers feedback from learners, assessors, and external verifiers to identify areas for improvement in the assessment and verification process.

7. Learner Support and Fairness in Assessment

Inspire London College ensures that learners are assessed fairly, with reasonable adjustments provided where necessary. Learners with disabilities, special educational needs, or other exceptional circumstances are given the necessary support to ensure equal access to assessments.

The College follows strict procedures to prevent assessment malpractice, including plagiarism, impersonation, or unethical behaviour. Any cases of suspected malpractice are investigated following awarding body guidelines and the College's academic integrity policy.

8. Monitoring and Reporting

The IQA team is responsible for maintaining detailed records of quality assurance activities, including assessment plans, sampling reports, feedback logs, and standardisation records. These records are regularly reviewed to ensure compliance with awarding body audit requirements.

Reports from IQA activities are used to identify trends, address challenges, and improve assessment practices. Where necessary, IQAs implement corrective actions and staff development initiatives to address any issues identified in the verification process.

IQA Sampling Strategy

At Inspire London College, our Internal Quality Assurance (IQA) process is designed to uphold the integrity, fairness, and consistency of assessment decisions across all qualifications and levels. We adopt a 100% sampling strategy as standard practice.

We implement 100% sampling, which means that every learner portfolio and all assessment decisions made by assessors are sampled before any certification is requested. This includes all units completed by each learner and all assessors delivering the qualification.

This approach ensures:

- Accuracy and consistency in the application of assessment criteria.
- Full visibility and verification of assessment practice.
- Early identification of any potential risks or development needs.
- Continuous improvement in teaching, learning, and assessment standards.

Sampling Plan and Record Keeping

A comprehensive IQA Sampling Plan is created at the start of each course cycle, detailing:

- Learner names and registration numbers
- Assessor(s) involved
- Units and evidence types to be sampled
- Sampling timelines
- IQA responsible

Sampling outcomes and decisions are recorded using our IQA Sampling Report template, which also highlights any actions or recommendations for assessors. All documentation is securely stored and readily available for external quality assurance (EQA) purposes.

Sampling is carried out by a qualified Internal Quality Assurer and reviewed regularly to ensure compliance with the awarding body's standards. Standardisation meetings and assessor feedback sessions are conducted to maintain consistency and professional development.

Inspire London College remains committed to delivering high-quality education and ensuring that all assessment practices are valid, fair, safe, sufficient, and reliable.

IOA SAMPLING REPORT

Name of Learner(s):			
Name of Assessor:			
FQF Programme/Level/Unit or Type of Evidence Sampled:			
Was competence completed by (tick the appropriate)			
Observation	APL	Product	Guided Discussion
Simulation	Questions (short and MCQs)	Professional Discussion	Assignment ✓
			YES
			NO
Was the learner directly observed by the assessor?			
Was knowledge and understanding covered?			
Did the Assessor take up a position which was unobtrusive?			
Did the Assessor sample learner assessment records?			
Did the Assessor give the learner constructive feedback?			
Did the Assessor make judgements against the relevant assessment criteria?			
Is this a Formative -Assessment		Is this a Summative – Assessment ✓	
I confirm that all the criteria on which to make a judgement of the learner's competence is has been met/not met.			
Have all evidence and Assessment strategy requirements been met			Yes

Where the assessment methods									
Valid	Y/N	Fair	Y/N	Safe	Y/N	Sufficient	Y/N	Reliable	Y/N

Feedback:

Action Points:

Internal Quality Assurer Signature:	Date:
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I can confirm that all action points as above have been completed and the evidence requirements satisfied.

Internal Quality Assurer Signature	Date:
Assessor Signature:	Date:

