



INTERNAL QUALITY ASSURANCE OF ASSESSMENT POLICY 2025



Approved by: Mica Coleman Jones

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**Signed by Chair of
Trustees**

DM Costley

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FOREWORD

Lilya's Clarendon School and Lilya's Goldsmith School are both sites for Alternative Provision. Whilst neither site holds school status, they are often referred to as schools for the benefit of students.

1. INTRODUCTION AND AIMS

The Lilya Lighthouse Education Trust (LLET) aims to provide the best quality and value teaching, learning and assessment. We strive to meet the needs of individuals. LLET is committed to providing high quality, reflective evaluation of learning, teaching and assessment to enhance the learning experience. There will be rigorous Internal Quality Assurance to ensure all aspects of teaching, learning and assessment meet the highest standards and are compliant with Awarding Organisation requirements, as applicable.

Quality assurance is fundamental to LLET and is embedded in all of our teaching and learning processes, programmes and services. It guarantees the integrity and value of our teaching, learning and assessment. We ensure that quality is embedded in the design and delivery of our qualifications and programmes, and work with our learners and employers to ensure this.

This policy refers to an Internal Quality Assurer (IQA) as those responsible for quality within a qualification.

2. QUALITY ASSURANCE STRATEGY

LLET is committed to maintaining the highest standards in teaching, learning, and assessment through the following approach:

- Holding regular Quality Meetings to support standardisation, consistency, and the sharing of best practice, with attendance expected from all relevant staff.
- Ensuring all teaching and quality assurance staff maintain up-to-date occupational competence and specialist knowledge.
- Guaranteeing assessment processes are valid, reliable, and provide an authentic measure of learner progress.
- Encouraging every learner and employer to share feedback on their experiences, enabling reflection, recognition of good practice, and continuous improvement.
- Maintaining full compliance with awarding organisation requirements, policies, and procedures.

3. STRATEGIC ANALYSIS OF QUALITY

As part of the annual quality review, trustees will review and summarise all external moderator reports, retention data, achievement rates, learner voice feedback, and employer surveys. This analysis directly informs future planning and the development of the Quality Improvement Plan (QIP).

The QIP is a strategic tool aimed at:

- Enhancing the quality of teaching, learning, and assessment.
- Responding to evolving employer needs and industry expectations.
- Incorporating qualification changes and sector updates.

- Identifying and maximising opportunities for sustainable business growth.

4. INTERNAL QUALITY ASSURANCE

Trainers and assessors who deliver and make assessment decisions for learners undertaking accredited qualifications need support from their Internal Quality Assurer (IQA). The role and support from the IQA is of paramount importance to the overall success, achievement and positive outcomes for the qualification.

There are four main aspects to the Internal Quality Assurer (IQA) role:

Plan, operate and evaluate internal assessment and quality assurance systems

- Support and develop trainers and/or assessors
 - Monitor and improve the quality of assessment practice
 - Apply policies, procedures and legislation to meet external and regulatory requirements
- Further amplification of the IQA role

- Explain to the delivery team why the internal moderation process needs to take place throughout the delivery and assessment of the qualification.

- Before starting the delivery and assessment, the IQA should check against the scheme of work, the qualification specification and the planned assessments, that all the learning outcomes and the ranges have been addressed. The IQA should keep accurate records of tracking of assessments from registration to certificate claims. Any refinements needed should be completed by the trainer, prior to issuing the assignments, assessment tasks or projects to the learners.

- The IQA should formally record their findings when sampling assessments. They should check for validity, suitable tone and language of the tasks. Additionally, they should check that the tasks are fit for purpose and appropriate for the level of the qualification and presented in a manner which may be clearly understood by the learner. Interim IQA should

be included in the sampling plan, so that improvement to assessment practice can be applied before the final assessment of the learner takes place.

- The IQA should check the suitability and assessment feedback including formative and summative assessments. All feedback should recognise the strength of the learner and must include areas for development to ensure stretch and challenge of every learner.
- The IQA should hold/lead regular standardisation activities/meetings with the delivery team and maintain records of meetings. It should be clear whether any actions are necessary, by whom and by when.
- The IQA should ensure that targets are based on the starting points of the individual learner and thorough initial assessment has been carried out.
- Undertake observations with the trainers and assessors and provide feedback. This is also an opportunity for the IQA to meet and speak with the learners who are undertaking the programme.
- Provide written feedback (within 2 weeks) to the trainer/assessor promptly and discuss any findings and take appropriate action.
- To ensure that trainer/assessor give learners timely feedback, i.e. within the LLET Vocational College guidelines of 2 weeks.
- The IQA should monitor whether issues of equality and diversity and access to assessment have been effectively identified and supported. They should provide the trainer/assessor with ideas for expanding the variety of assessment methods.
- Identify any areas for training and development for the trainer/assessor i.e. updating occupational competence, attending specific training linked with the qualification
- Acknowledge, praise and share good practice, either for assessment feedback to the learner as well as the suitability of evidence presented to meet the learning outcomes and ranges.
- Re-visit any sampling which was not up to standard when the first sampling of the assessment was done. The IQA is responsible for creating sampling plans for the qualification outlining what will be monitored is analysed and recorded in detail. This plan

could be in a range of formats - it might be recorded on paper or be held electronically, it may consist of a range of documents or be entirely on one. The most important features are that the plan must be a representative sample based on sound principles and take into consideration the risk factors in the centre or in the qualification team. Typical risk factors that would be taken into consideration when initially planning the sample would be areas such as:

- The number of learners in the cohort or qualification
- Numbers of trainers and assessors
- Centre model – such a multi sites, satellites or one site
- Experience and confidence of trainers and assessors
- Changes to the qualifications
- Known problem areas/units/learning outcomes

When the above has been taken into account then the IQA will use the principles in 'CAMERA' to ensure that the sample is representative. This means that the sample plan must include something from all types of:

Candidates/Learners

Assessors

Methods of assessment

Evidence Records

Assessment sites