



Registered Charity 1171812

Quality Assurance Policy

Summary	
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1. Issue and review

The date of issue of this policy is September 2025. This policy will be reviewed annually.

2. The Scope of this policy

The Quality Assurance Policy outlines the practices, resources and sequence of activities relevant to the maintaining quality provision.

The Quality Assurance Policy provides a commitment to measure the consistent standards of provision and customer satisfaction.

Objectives

The Quality Assurance Policy sets out to ensure that Connie Rothman Learning Trust:

- Provides consistency on the organisation's response to customer needs and gives customers confidence that quality provision is being delivered;
- Improves communication about setting standards and the practices and methods of achieving the required standard;
- Clarifies tasks so that staff know the level of performance to be attained;
- Sets targets which measure learner satisfaction;
- Monitors and evaluates results and feedback in order to act to maintain a Quality System of continuous improvement.

Responsibilities

The Quality Assurance Policy details a commitment from senior management to establish, document and communicate the drive for continuous improvement for the benefit of all stakeholders.

Assistant head teacher will be directly responsible for ensuring that provision of teaching and assessment meets the needs of learners and awarding organisations and that there is a mechanism for acquiring feedback from all relevant parties. This feedback will be instrumental in measuring stakeholder satisfaction.

Connie Rothman Learning Trust is aware that the service provided is only as professional as the people supplying the service. The recruitment process includes the requirement for customer care and the standards of service to be attained. The aforementioned is monitored through the Staff Appraisal System, quality provision and customer satisfaction.

The following mechanisms will be instrumental in measuring internal and external stakeholder (e.g. student, parent, funder, local community etc) satisfaction:

- Assessor/Monitoring Review Sheets.
- Internal verification sampling activities.
- End of Programme Evaluation.
- Evaluation of service provision by employers (if applicable).

- External Verification visits and client feedback interviews.

Improving Provision through Feedback

Where performance does not meet the required standard, discussion regarding improvement and development of provision to meet requirements will be subject to the following procedures:

- All feedback documentation must be examined by the Assistant Head Teacher and in the event of a shortfall occurring it will be the responsibility of the Head Teacher to submit a report detailing the outcomes of the findings and include recommendations for improvement.
- The report will be submitted to the senior leadership team, who are collaboratively responsible for quality provision
- Nominated personnel will be responsible for the development and implementation of the agreed recommendations within a reasonable and achievable timescale.
- The improved level of provision will be monitored and assessed in order to ensure improvements meet customer satisfaction.

The Quality Assurance Policy detailed above will provide the foundation upon which Connie Rothman Learning Trust will continue to operate a continuous improvement programme, on behalf of all its stakeholders.

3. Internal Verification Policy

This is designed to be used in conjunction with Awarding Organisation guidance which the centre makes available on the shared network in our policy area. This is shared with teaching staff.

Internal Verification has two parts within a centre:

1. Internal verification of Assignment Briefs
2. Internal verification of Assessment Decisions.

1. Internal Verification of Assignment Briefs

All learners will undertake a series of assignments which will be marked by their assessor/tutor. All assignments will be submitted on or before the given deadline by digital hand in, via email or through Microsoft Teams.

100% of assignment briefs must be internally verified within the centre before being handed out to learners. Any actions must be amended and signed off prior to the brief being handed out to learners.

Internal verification decisions must be recorded on appropriate internal verification paperwork and signed by both the assessor and the internal verifier.

Assignments briefs must be reviewed by the assessor and internally verified annually.

2. Internal Verification of Assessment Decisions

The internal verification of assessment decisions should consist of two parts:

- Standardisation
- Internal verification of assessment decisions.

Standardisation:

Standardisation is a way to ensure consistent assessment decisions are made by assessors at all levels for learners and are consistent across the organisation. It is also a way to support the development of assessors and teaching staff in the quality of delivery of qualifications.

Standardisation will take place every academic year. This will be in the form of a standardisation meeting where good practice is discussed after marking work outside a meeting and discussing feedback differences. Observation of assessment activities and feedback also happens throughout the year.

Standardisation can also take place to discuss the qualification requirements, create teaching and planning materials, design assessment etc.

Standardisation will also take into consideration internal verification of assessment decisions and External Quality Assurance of assignment briefs.

Internal verification of assessment decisions:

Internal verification will take place for all units assessed. All internal verification staff will sample assessment practice at regular intervals to highlight at risk learners or issues with assessment practice. The internal verification sampling strategy includes:

- Where there are 20 learners or fewer, a minimum of four learners across a range of grade boundaries (i.e. one pass, one merit, one distinction and one other.) Larger cohorts will have an increased sample size.

Internal verification staff will sample all assessors, grades and units across each qualification.

Internal verification of assessment decisions will be recorded on appropriate internal verification paperwork and signed by both the assessor and the internal verifier.

Internal verification must take place prior to learners receiving their grades and any actions must be amended and signed off prior to the work being handed back to learners.

Internal verification of assessment decisions should also include the internal verification of resubmissions.

Further verification activities such as observation of teaching and support and development of assessor/tutors will be done in line with Internal Verification Handbook.

This policy will be reviewed annually.