

IBCM Assessment and Internal Quality Assurance (IQA) Strategy

1. Purpose

IBCM is committed to excellence in the provision of all programmes delivered by the College. We recognise that:

- a robust strategy for Assessment & Internal Quality Assurance is essential to ensure the maintenance of quality throughout the College.
- it is essential that all those involved in Assessment and Internal Quality Assurance are adopting the same reliable, fair and consistent methods throughout the processes involved.

This document sets out how IBCM ensures that this commitment is embedded into all aspects of Assessment and Quality Assurance at the college so that all those studying at IBCM can be confident in all the processes followed.

2. Scope

This policy applies to all programmes offered by IBCM, whether they are externally accredited or our own in-house courses and whether they are delivered via face to face, blended or online delivery methods.

The policy covers all personnel and processes involved in assessment and Internal Quality Assurance, both directly and indirectly, including those involved in administration of assessments and examinations, invigilation, monitoring and marking and in liaison with awarding bodies and external agencies.

This policy covers all learners at IBCM who will be subject to any assessment, marking and Internal Quality Assurance process during their programmes of study.

3. Responsibilities

Board of Governors

Overall responsibility for meeting agreed goals and objectives, including those relating to academic standards and performance (including assessment and Internal Quality Assurance) rests with the Board of Governors. Specific responsibility is delegated to the:

Academic Board

The Academic Board is the senior academic authority at IBCM and has responsibility for decision making in matters concerning academic strategy and policies, academic standards, curriculum design and development and the organization of teaching & learning and of assessment and Internal Quality Assurance.

- Overall accountability for the assessment and IQA activities which take place at IBCM.
- Monitoring and review of assessment and IQA feedback and reports
- Monitoring and review of feedback from External quality assurance visits
- Monitoring and review of student feedback and of any academic appeals which may be made

Academic Manager /Quality Manager

The Academic Manager, supported by the Quality Manager, will take responsibility for monitoring programmes to ensure they meet the requirements of Awarding and regulatory bodies as well as the standards set by IBCM via the Academic Board. This will include:

- Ensuring internal quality assurance mechanisms are embedded into each IBCM programme (QM)
- Production of IQA activity schedules (for example sampling plans) where required (QM)
- Undertaking IQA activities including observation of assessment, teaching & learning, audits of assessment records and documentation (AM/QM)
- Managing and supporting the Programme Leads and the tutoring/assessment teams (AM) in all aspects of the assessment process
- Liaising with Programme Leaders in respect of observations and monitoring activities including tutorials and learner progress reviews (AM)
- Liaising with Awarding Bodies and external agencies (AM)
- Facilitating and participating in standardisation activities as required (AM/QM)
- Where examinations are involved, ensure that all staff involved in the examination understand their roles and responsibilities; conducting observations as required (AM)

The Academic Manager will report on the maintenance of academic standards to the Academic Board on a termly basis.

Programme Lead

- Ensuring that awarding body requirements are adhered to and any appropriate assessment/IQA documentation is forwarded as required
- Ensuring all assessors on their programmes are kept up to date with all requirements for their programme
- Ensuring that records of assessment and IQA are retained for sampling by the Awarding Body as required
- In conjunction with QM to produce Individual Assessment Plans for each student
- Producing module, termly and annual programme reviews for the Academic Manager
- Participating in standardisation activities as needed
- Ensuring accurate details are kept of all students due to undertake examinations and ensuring that all entry and mark sheets are completed accurately and within required deadlines
- In conjunction with each tutor/assessor, ensuring all examination requirements are communicated to students in an accurate and timely manner
- Ensuring that all equipment used for online/blended delivery is fit for purpose and appropriate for the programme offered and meets awarding body and learner requirements

Tutor/Assessor

- Producing assessment materials in line with Awarding Body/IBCM requirements
- Assisting the Programme Leader/AQM in the production of assessment plans for learners
- Keeping up to date with current assessment guidelines and requirements for their programmes
- Undertaking assessment and marking activities using relevant assessment methods and marking schemes required by the awarding body
- Providing regular and timely feedback to students from assessments (including examination results) related to the standards of the qualification and which is constructive and developmental
- Keeping up to date records of assessment, (paper-based and/or electronic as appropriate)
- Ensuring familiarity with any online platforms to be used for teaching/ assessment
 - Where examinations/external assessment is concerned, providing the Academic Manager/Administration staff with accurate details of all students to be entered for the exam

Administrative Staff

- Registration of learners with awarding body and entering learners for examinations and external assessments (in conjunction with AM)
- Entering results of assessments onto awarding body systems to record achievement and claim certificates (in conjunction with AM)
- Managing and monitoring the online platforms and equipment/systems used for online/blended programmes
- Receiving, checking and storing all examination papers
- Administering access arrangements for exams, including where special consideration is needed
- Dissemination of exam results to Programme Leader

Exam Invigilator

- Assisting with the efficient running of examinations according to relevant guidelines
- setting out the examination room in the required manner (including displaying of required notices)
- completing the signed invigilation record and seating plan
- verification of student identity and monitoring of students during the examinations
- reporting any concerns to Academic Manager
- Awareness of and adherence to all required awarding body procedures
- Collection of all examination papers and any other material required

(Due to the small nature of IBCM and staffing, some of the roles above may be merged. For examinations, the invigilator must not be the same person as the tutor/assessor for the programme)

4. Assessment

Assessment describes the process by which the candidate's knowledge, understanding & competence is judged. Assessors are responsible for marking learner work, making assessment against specified criteria, for example the Learning Outcomes for each of the units being undertaken. Assessors will normally be the tutors delivering the learning programme for the relevant unit.

4.1 Access to Assessment

- IBCM will ensure that all students are assessed and marked fairly. This means that assessment will be a test of what the student knows, what they understand and what they are able to do. The students will all be assessed using the same marking criteria (as set by the awarding body). Assessments will be standardised across different tutors and classes to ensure that all students have been judged against the same standards and that judgments made in the marking process are appropriate.
- IBCM will ensure that all students are able to access programmes, including learning, teaching and assessments. We will make all reasonable adjustments to ensure that no learners are disadvantaged due to disability or any other specific needs (*see reasonable adjustments*)
- Regular monitoring of all aspects of the assessment process will ensure that any issues which arise are identified and can be dealt with promptly.

4.2 Lessons (*see also IBCM Learning & Teaching Policy*)

- Those involved in delivering the lesson should prepare an initial Scheme of Work (SOW) for the module being studied as well as lesson plans for each lesson where these are not provided by the awarding body). The SOW will cover all relevant all Learning Outcomes and ensure an appropriate range of teaching and assessment methods are used during the programme of study, considering the individual needs and learning styles of the learners on the course (as identified in their Individual Learning Plan)
- Lesson delivery can be via distance learning, classroom based or blended learning.
- All lessons must be delivered at the appropriate **level** of the course.
- The tutor/assessor should provide a supportive and encouraging learning environment and provide regular guidance and feedback on progress.

4.3 Assessment Planning

A full timetable/programme assessment plan will be prepared at the start of the programme, which will indicate timescales for each assignment deadline and examination, along with any additional arrangements (for example for formative assessment or mock exams). Each student will be issued with an Individual Assessment Plan so they are aware of all their own deadlines for each module being studied.

- Assessment Plans will be reviewed at IBCM meetings and can be amended as needed, considering any unforeseen or mitigating circumstances such as illness.
- The tutor/assessor must ensure that the student/learner understands how the assessment will happen, when & where it will take place, the assessment methods to be used and how this relates to the requirements of the assignment/meets the Learning Outcomes.
- All aspects of Assessment Planning apply to face-to-face programmes, online and blended delivery.

4.4 Assessment Methods

- Method of assessment may include internally set assignments, externally set assignments and examinations. Awarding Body requirements will usually dictate which of these is required for each programme and module.
- For **all** assessment, whether internally or externally assessed, appropriate mechanisms must be in place for the assessor to ensure that all work produced by the student is their own work. Signatures to confirm this must be in place and written work passed through appropriate software. Distance learning must include discussions and questioning to confirm understanding and authenticity.

4.5 Assignments

- Assignments may be prepared by the Awarding Body or produced in-house at IBCM.
- Students are to be made aware of the assessment process for each assignment they undertake, including formative and summative assessment deadlines.
- Details relating to the submission of assignments, including arrangements for extension requests and extenuating circumstances can be found in the Assignment Submission procedure and the IBCM Extenuating circumstances procedure.
- Students will sign a Student Charter to confirm understanding and agreement to the teaching and assessment arrangements for their programme.

4.6 Examinations

- Where an examination is required as part of the programme of study, to determine that a student has reached the required standard, this will be made clear to the student at the time of recruitment and again at induction and regular reviews. Their assessment plan will provide them with details of when the examinations will take place.
- Timing of examinations for internally set exams will be set by the Programme Leader. Externally set examinations will have predetermined dates set by the Awarding Body.

Examinations will be conducted in line with awarding and regulatory body requirements. Appropriate signage will be in place and the examination room organised appropriately.
- Administration, invigilation and monitoring of examinations will be discussed at IBCM staff meetings to ensure consistency and currency in all aspects of examination management.
- An invigilator will be present for all examinations, and he/she will confirm learner identity, organise the seating of the room and arrange for distribution and collection of exam papers. Monitoring of the invigilation process will take place in line with IQA arrangements as detailed below.

4.7 Assessment Feedback

- Feedback for assignment work should be provided at a formative stage as well as at the final marking stage. Both should be recorded accordingly. Feedback on sample examination papers will be provided to learners and used by assessors to inform lesson planning and further assessment opportunities
- Feedback should be developmental and help the learner identify areas where work can be improved in the future
- Feedback must be objective and related to the specific learning outcomes/assessment criteria for the relevant programme being studied.
- Feedback records must be kept – electronic and/or paper-based as required and must be available for sampling by the IQA and External bodies.
- All assessment documentation will be retained in line with the relevant awarding body requirements

4.9 Participation in Internal Quality Assurance activities

- Tutor/Assessors are responsible for providing feedback to the Academic Manager/Quality Manager in order to facilitate the quality assurance process. They should attend regular meetings and standardisation activities where samples of marked student work should be made available for sampling.

4.10 Assessment Appeals

- All Assessors will be made aware of the Appeals procedure at their induction and of the processes to follow should a learner have occasion to dispute the judgement given.
- Assessors must advise the Academic Manager of any appeals lodged by learners and follow the process detailed in the Appeals procedure

5. Internal Quality Assurance

5.1 Monitoring and Supporting Assessors

- All new assessors are to be provided with an induction and copies of all relevant paperwork including the Appeals procedure and Equal Opportunities policy as well as any other relevant organisational policies and staff handbook. Induction will also cover all relevant aspects of each specific programme that the assessor will be involved with.
- The AM/QM will review Tutor/Assessors and identify any training needs/requests in relation to assessment practice.
- Assessors are to be updated on a regular basis (for example at the meetings mentioned in 4.9) and particularly when any changes to standards are introduced.
- IQA records must be completed of all IQA activities including observations, examination of completed assignments and examination mark sheets and monitoring of invigilation of exams.

5.2 Ensuring Standardisation of Assessment practices

- Standardisation is an important key in effective quality driven Internal Quality Assurance processes. The purpose of standardisation is to ensure that each/Assessor is making consistent valid, evidence-based decisions and that all Assessors are making the same informed decisions when presented with the evidence.

- Standardisation activities can include sampling marked work to ensure appropriate marks are awarded; and, where more than one assessor is working on the same module, discussion on the approach to be taken/marks awarded, to ensure that all tutors/assessors are working to the same standards.

5.3 Sampling the work of Assessors

- As detailed above, Internal Quality Assurance will involve sampling of assessment practice to ensure high quality assessment and accurate marking is taking place at all times

6.0 Plagiarism and Malpractice

- All allegations of plagiarism will be investigated and may result in action being taken. Full details can be found in the IBCM Disciplinary Policy.
- Any allegation of malpractice by candidates will be taken seriously and fully investigated. Full details can be found in the IBCM Disciplinary Policy.

7.0 External Verification

- All requests made from external quality assurance bodies will be accommodated. Any feedback and/or recommendations will be disseminated to relevant staff and to Management/Governing Body. Any resultant actions will be logged and the responsibility for activity assigned appropriately. Progress and completion will be monitored through the Governing Body, Management and IBCM staff meetings.

9.0 Reference Points

The following policy and procedure documents support the information in this policy:

IBCM Learning and Teaching Policy
IBCM Appeals Procedure
IBCM Disciplinary Policy
IBCM Reasonable Adjustments policy
IBCM Student Charter
IBCM Extenuating Circumstances Policy
IBCM Assignment Submission Procedure

10.0 Version History

Version	3.0
Originator	Quality Manager/Academic manager
Effective from	December 2025
Approved by	IBCM Academic Board
Review Date	January 2027

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