



# **Catherine School of London**

## **Assessment and Quality Assurance Policy**

**Date:** 15 May 2025

**Review Date:** Annually or upon regulatory/policy changes

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### **1. Policy Statement**

Catherine School of London is committed to delivering fair, valid, reliable, and consistent assessment and internal quality assurance processes across all programmes. We follow the principles of good practice as outlined by our awarding organisations and Ofqual, ensuring that learner achievement is recognised accurately and credibly.

This policy outlines how assessments are planned, conducted, and quality assured to maintain academic standards and integrity.

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### **2. Purpose of the Policy**

This policy aims to:

- Ensure all assessments are fair, accessible, and inclusive
  - Promote consistency in assessment decisions across all qualifications
  - Outline clear procedures for internal quality assurance (IQA)
  - Ensure full compliance with awarding body and regulatory requirements
  - Maintain the integrity and credibility of the qualifications delivered
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### **3. Scope**

This policy applies to:

- All regulated and non-regulated qualifications delivered at Catherine School of London
  - All staff involved in the delivery, assessment, and internal quality assurance of qualifications
  - All learners enrolled on programmes that include formal assessment
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## 4. Assessment Principles

All assessment at Catherine School of London is underpinned by the following principles:

Principle	Description
<b>Validity</b>	Assessment measures what it is intended to measure, aligned with learning outcomes and assessment criteria
<b>Reliability</b>	Assessment decisions are consistent across time, assessors, and learners
<b>Authenticity</b>	Work submitted by learners must be their own
<b>Fairness</b>	Assessment is inclusive and accessible to all learners, with reasonable adjustments where appropriate
<b>Transparency</b>	Assessment requirements, criteria, and outcomes are clearly communicated to learners

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## 5. Assessment Procedure

### 5.1 Assessment Planning

- All assessments will be planned in line with the requirements of the qualification specification
- Assessment methods may include written assignments, projects, presentations, portfolios, practical activities, and exams
- Assessment schedules will be shared with learners at the start of the programme

### 5.2 Assessment Delivery

- Assessments are carried out by qualified and occupationally competent assessors
- Learners will receive clear instructions and guidance for all assessments
- Submission deadlines must be adhered to unless agreed extensions are granted
- Formative feedback will be given throughout the programme to support learner development

### 5.3 Assessment Submission

- Learners must submit assessments in the agreed format by the due date
  - Assessors will mark submitted work against published criteria
  - All assessment decisions are recorded and feedback is provided to learners in writing
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## 6. Internal Quality Assurance (IQA)

### 6.1 Purpose of IQA

The Internal Quality Assurance process ensures that:

- Assessment decisions are consistent, valid, and meet awarding body standards

- Assessment records are accurate and complete
- Learners receive a fair assessment experience
- Staff receive appropriate support and development

## 6.2 IQA Responsibilities

- Develop and maintain an IQA strategy and sampling plan
- Sample a representative range of assessors, units, and learners
- Provide standardisation and feedback to assessors
- Identify any training or support needs
- Ensure actions from external quality assurance (EQA) visits are implemented

## 6.3 Sampling Strategy

The IQA sampling strategy will:

- Cover all assessors, units, and learner cohorts over time
- Include interim and summative sampling
- Be risk-based, considering factors such as assessor experience, learner performance, and previous quality issues

## 6.4 Standardisation

Regular standardisation meetings will be held to:

- Align assessor decisions
- Share best practices
- Clarify understanding of assessment criteria
- Address any issues identified during IQA sampling

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## 7. Roles and Responsibilities

Role	Responsibilities
<b>Centre Manager / Principal</b>	Ensure compliance with assessment and IQA procedures; allocate resources and staff
<b>Assessors</b>	Plan, deliver, and record assessments; give clear feedback; attend standardisation
<b>Internal Quality Assurer (IQA)</b>	Monitor and sample assessment decisions; support assessors; maintain records
<b>Learners</b>	Submit work on time; ensure authenticity; act on feedback; engage in assessments fairly

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## 8. Recognition of Prior Learning (RPL)

Catherine School of London recognises prior learning where:

- Evidence is valid, current, sufficient, and authentic
  - It aligns with the assessment criteria of the qualification
  - RPL is approved in accordance with awarding body guidance
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## 9. Reasonable Adjustments and Special Considerations

We are committed to ensuring assessments are inclusive and accessible. Learners with specific needs may request:

- **Reasonable Adjustments:** e.g. extra time, alternative formats, assistive technology
- **Special Considerations:** temporary illness or circumstances affecting performance

Requests must be made in writing with supporting evidence and will be considered in line with awarding body guidance.

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## 10. Assessment Malpractice and Appeals

### 10.1 Malpractice

Any attempt to gain unfair advantage, including plagiarism or cheating, will be investigated and dealt with according to our **Academic Misconduct Policy**.

### 10.2 Appeals

Learners may appeal an assessment decision if they believe it was unfair or inconsistent. Appeals will be handled through our **Appeals Policy**, which outlines:

- Grounds for appeal
  - Timescales
  - Stages of internal review
  - Right to escalate to awarding body
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## 11. External Quality Assurance (EQA)

We will fully cooperate with all external quality assurance visits by awarding bodies. This includes:

- Providing access to learner work, assessment records, and staff
  - Implementing any recommendations or actions required
  - Using EQA feedback to improve practices and maintain compliance
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## 12. Record Keeping

Catherine School of London will maintain accurate and secure records of:

- Assessment decisions and feedback
- IQA sampling plans and reports
- Standardisation activities
- Learner achievement and progression
- Assessor and IQA qualifications

Records will be retained in accordance with awarding body and data protection requirements.

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## 13. Continuous Improvement

Assessment and quality assurance practices will be regularly reviewed to:

- Reflect changes in qualification requirements
  - Address any identified issues or risks
  - Ensure learner needs are being met
  - Maintain the credibility and quality of the qualifications we deliver
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## 14. Policy Review

This policy will be reviewed **annually**, or sooner if:

- There are significant changes in awarding body requirements
  - Issues are identified through IQA/EQA processes
  - New qualifications or assessment methods are introduced
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## 15. Policy Approval

This policy is approved and endorsed by:

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**Tahir Khan / Director**

**Date:** 15 May 2025