

IQA Policy	
Person Responsible:	Ruth Price
Date of Policy:	February 2026
Next review date:	February 2028
Rationale	
This process outlined ensures that the functional skills qualifications delivered are done so in accordance with NOCN awarding body's requirements.	
Aims	
To identify the role of the Internal Quality Assurer To establish the IQA processes at Great Oaks College To establish the cycle of tasks within each academic year	
Objectives	
<p><u>Great Oaks College Internal Quality Assurance Process</u></p> <p>Great Oaks College regularly samples and evaluates its assessment practices and decisions and acts on the findings to ensure consistency and fairness. It involves two key processes which are carried out by the Internal Quality Assurer (IQA):</p> <ul style="list-style-type: none"> • Internal quality assurance • Standardisation 	
<p><u>The Role of the Internal Quality Assurer (IQA)</u></p> <p>The Internal Quality Assurer ensures that:</p> <ul style="list-style-type: none"> • Assessment marking is appropriate, consistent, fair and transparent and does not discriminate against any learner. • Tutors/Assessors receive on-going advice and support. • Learners clearly understand as best they can their given learning disability the assessment requirements and are given opportunities to achieve against the assessment criteria. • Learners' work is presented in a manner that enables effective internal and external quality assurance to take place. • Evidence of learner achievement is clearly mapped to the assessment criteria. • Certification claims are valid, reliable and consistent. 	
<p><u>Internal Quality Assurance arrangements</u></p> <ul style="list-style-type: none"> • The identified individual responsible for coordinating the internal quality assurance process is Piotr Mozolewski, Lead IQA. • Cherry Parker is the second IQA. • Rich Murr is also able to act as an IQA as needed. • The annual timetable for internal quality assurance, including sampling and standardization meeting dates is published in the college's inset program. • The caseload of an IQA will not include qualifications they deliver within the role of subject teacher. 	

Sampling of assessed work

- Records of feedback and action plans for 100% of learners sampled
- Regular evaluation of the IQA process.

Planning for Internal Quality Assurance

1. Induction and updating for Tutors/Assessors

All new tutors/assessors must be introduced to the provision processes and practice in September (or as required). All tutors/assessors must know who is managing the IQA process and who will actually carry out the IQA of the work that they will be assessing. They need to know what is in the IQA plan and about any issues relevant to their work, as well as any issues that may have arisen from previous internal or external quality assurance activities.

2. Planning and managing assessment

- Assessment tasks allow learners to meet all the necessary assessment criteria. Practice assessments will take place in the Autumn and first half of the Spring terms.
- Where more than one tutor/assessor works with a learner group, the assessment tasks form a coherent whole across the course in terms of content, style and timescale.
- Where more than one learner group is following the same course the assessment tasks are either the same for each group or, if the diversity of the groups requires differing tasks, they are consistent with each other in terms of fairness to the learners.
- Learners are made aware at a level where they can understand what the assessment requirements will be.
- A process is in place that incorporates constructive individual feedback to learners on their assessed work at a level that is meaningful for them.
- Functional Skills Assessments will take place after Easter in the first half of the Summer term. These will be internally verified and certificates claimed in the first half of the Summer term.

3. IQA meetings with tutors/assessors.

Meetings will take place as needed, at least once during the academic year.

4. IQA meeting with the learners

Meetings will take place once a year and will be at a level that is meaningful for the learners so that they can:

- Understand the assessment requirements.
- Are receiving clear and constructive feedback on their assessed work.
- Are making good progress towards meeting all the required assessment criteria.
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	Lead IQA Piotr Mozolewski	2nd IQA Cherry Parker
By end of Autumn term	Complete pre-verification of assessment task forms for NOCN Employability Skills and upload to Horizon Baseline standardisation meeting takes place within INSET program	Complete pre-verification of assessment task forms for NOCN English and Maths Awards and upload to Horizon
Spring term 1	Create sampling plans for Lead and 2 nd IQA and upload to Horizon Complete interim sampling of NOCN Employability Skills	Complete interim sampling of NOCN English and Maths Awards and Functional Skills Qualifications (mock assessments)
Spring term 2	Create assessment timetable for Summer 1 NOCN FS assessments in liaison with relevant Deputy Principals Invigilator training for all nominated invigilators for Summer 1 assessments	Submit applications for access arrangements/ reasonable adjustments for NOCN FS assessments with RP
Summer term 1	Approve the set-up of examination rooms in line with NOCN guidance and any access arrangements/reasonable adjustments	Summative sampling of NOCN English and Maths Functional Skills Qualifications Complete tracking sheets for Functional Skills assessments
Summer term 2	Evidence standardisation meeting takes place (within INSET program) Summative sampling of NOCN Employability Skills Complete IQA report Meet with EQA	Evidence standardisation meeting takes place (within INSET program) Summative sampling of NOCN English and Maths Awards

IQA Cycle of Tasks

Approved by Board of Trustees	
Print Name	Killian O'Sullivan
Sign	
Date Agreed	3rd March 2026