



ILM Internal Quality Assurance (IQA) Requirements

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Document Change History

Changes to specific sections of the document are listed below:

Section 1 – ILM Policy – Centre Requirements

Page No	Change
5	Sets out ILM requirements for Centres to have an IQA Policy in place

Section 2 – ILM Guidance to Centres and Providers when developing an IQA Policy and Strategy

Page No	Change
7	Provides guidance and suggestions to centres on the content of an IQA Policy

Scope

ILM is the UK's leading provider of leadership, management and coaching qualifications, and a City & Guilds Group Business. ILM offers a specialist suite of qualifications ranging from Level 2 to Level 7, which are awarded by The City and Guilds of London Institute. ILM also specialise in assessment, learning content, and accreditation of training.

This policy provides the key principles, responsibilities and best practice requirements which ILM Centres should follow to ensure effective Internal Quality Assurance (IQA).

All ILM Centres are responsible for the effective design, delivery, assessment, monitoring of all internal quality assurance processes and for providing accurate documentation to enable certification of qualifications and units of achievement for learners.

Your approach to managing the quality of any of the ILM qualification or programmes that you offer is paramount in maintaining our integrity and value – both yours and ours.

This policy applies to all ILM centres whether a Centre offering ILM qualifications or a Provider offering programmes with an assessed element.

This policy supersedes and replaces the ILM Internal Quality Assurance Requirements Policy and Appendices Version V May 2014.

Section 1 – ILM Policy – Centre Requirements

Internal Quality Assurance (IQA) forms one part of ILM's Quality Assurance Process and focuses on your responsibilities as a centre to ensure:

- An appropriate design of a programme to meet ILM qualification or unit specifications and rules of combination
- Effective delivery that meets learner's expectations of agreed learner journey
- The accuracy and consistency of assessment decisions between assessors
- Assessors are consistent in their interpretation of qualification(s) or national occupational standards
- Maintenance of a documented audit trail to enable verification, certification and distribution to learners
- Monitoring, review and evaluation for continuous improvement.

Internal Quality Assurance (IQA) links with the External Quality Assurance Process (EQA) undertaken by ILM's External Verifiers.

As a Centre or Provider, internal quality assurance (IQA) processes must follow best practice principles to ensure its rigour.

Effective internal quality assurance (IQA) must be all embracing from the conception and design of your programmes, recruitment of learners and team members, to delivery, assessment and evaluation through to certification.

There must be a minimum of two personnel operating in a Centre or Provider organisation fulfilling the roles of deliverer and assessor or internal verifier. Each learner should have a named deliverer/assessor and a second person acting as the internal verifier.

An assessor must not IQA any assessment decisions they have made.

All ILM Centres and Providers must have a written internal quality assurance (IQA) policy and strategy which must be implemented and made available to ILM on request.

Your internal quality assurance (IQA) policy will show your centre's commitment to the key principles and shared values required to deliver an effective internal quality assurance approach.

The internal quality assurance (IQA) strategy will be a planned, risk managed approach which provides for feedback and evaluation via a clear auditable monitoring system.

The key points in the internal quality assurance (IQA) strategy must be:

- A named person with the overall responsibility and accountability for your centre's internal quality assurance
- A stated commitment to recruit and select occupationally qualified team members and the provision for feedback, on - going support and development
- Detail the occupational competence, experience and qualification requirements for assessors and internal verifiers(s)

- Outline the communication process for providing key centre policies and information; for example equal opportunity policies, health & safety, special assessment arrangements and Regulatory requirements, to centre staff and learners
- The management and development of assessors
- A sampling assessment strategy
- A requirement for, and frequency of, standardisation activities
- A process for monitoring, reviewing and evaluating the delivery and assessment from both learners and employers perspectives
- Documentation and records showing a clear audit trail of assessment and IQA.

The IQA Policy and Strategy must be made available to ILM and to ILM External Verifiers upon request.

Section 2 – ILM Guidance to Centres and Providers when developing an IQA Policy and Strategy

The below provides guidance and advise to centres when developing and reviewing their IQA processes, policy and strategy.

Key Roles

Role of the Deliverers/Tutors - the role of the deliverer/tutor is to ensure that the programme design is fit for purpose and the indicative content of a unit is delivered ensuring the learner can meet all unit learning outcomes and assessment criteria. The role of the deliverer/tutor is to engage, motivate and provide key information to learners such as the assessment schedule, assessment and mark sheet, assessment guidance or sufficiency descriptors. They will provide formative feedback on assessments. The deliverer/tutor sometimes is required to perform the role of the assessor. Should this be the case, the roles and requirements of the assessor are also required to be met.

Role of the Assessors - the role of the assessor is to decide whether a learner has demonstrated competence. This is achieved by judging the learners assignment or evidence against all the learning outcomes and assessment criteria. The assessor must provide support and guidance concerning sufficiency of evidence and provide summative written feedback.

Role and responsibilities of IQA personnel - the internal verifier(s) must have the authority to implement the internal quality assurance (IQA) policy and strategy. The internal verifier(s) role is key and has many responsibilities. The internal verifier(s) cannot sample any work that they have assessed.

There must be a separation of the Assessor and Internal Verifier role.

Responsibilities of the internal verifier(s):

- Plan and prepare internal quality assurance activities and sampling of assessor decisions in line with your centres risk management strategy. Ensuring and demonstrating that assessment is valid and consistent through monitoring and sampling assessment decisions. Internal quality assurance (IQA) sampling must take place at various stages in the learners' journey to gain an overall picture of the quality and delivery, on an interim and summative basis. This must be specified in your IQA Policy and Strategy
- Organise standardisation activities with assessors to aid interpretation of unit specifications, provide guidance and maintain the accuracy, quality and consistency of assessment decisions
- Provide on-going answering of queries relating to the assessment or verification process, interpretation of assessment criteria and special consideration or reasonable adjustment requirements. Providing constructive feedback and advice on a delivers' and/or assessor's performance to address any areas for development and maintain good practice. This entails a range of techniques including observation, sampling and checking accuracy and completeness of documentation. Written feedback must be provided to assessors and recorded

- Take a key role within the internal appeals procedure and adjudicate in assessment disputes or variances. The internal verifier(s) assessment decision will take precedence over the assessor's decision
- Take a lead role by understanding the legal requirements in terms of maintaining records such as data protection, confidentiality, and secure storage of records. The Internal Verifier(s) will maintain all assessment records meeting ILM's requirements
- Take a lead role in the evaluation of trends in terms of equality, diversity and where appropriate bilingualism in relation to assessment decisions, monitoring retention and achievement rates
- Managing communications, both with deliverers, assessors, senior centre management and the External Verifier. The internal verifier(s) role and associated responsibilities as indicated in the above is key to the implementation of your centre's IQA policy and strategy. It is certainly not about second marking. The internal verifier(s) role still needs to be in place and implemented if your centre decides to use the ILM Assessment service rather than undertaking centre assessment.

In summary – the internal verifier(s) will be involved with recruiting and developing deliverers and assessors, guiding and supporting them, planning a rigorous and robust risk managed assessment and sampling strategy, organising standardisation events, ensuring ILM policies and procedures are adhered to, communication, storing and recording information to provide a clear audit trail and liaise with the ILM External Verifier(s) (ILM EV's).

All internal verifier(s), whether they hold a nationally recognised Verifier qualification or not, must have up-to-date working knowledge and experience of best practice in assessment and quality assurance and show current evidence of continuing professional development in assessment and quality assurance

Sampling

Sampling across all qualifications should be managed in line with the following principles:

Sampling is representative of all activities, is based on the CAMERA rationale, takes account of The Awarding Organisation qualification tariff and provides evidence of both interim and summative sampling.

The sampling must be planned however, should be flexible to take account of changes in risk. There should be a clear rationale indicated in your policy and strategy as to how your centre decided upon the IQA sampling plan.

The sampling plan will be requested and must be forwarded to the EV when the Centre completes the form Centre Activity Form (CA2).

It is recommended that your sampling strategy covers the following approach:

CAMERA is an acronym for the sampling strategy

C - Candidates or learners – sampling must cover gender, and employed full or part time and special arrangements, all referrals.

A - Assessors – sampling will cover all assessors taking into account a higher risk of new assessors or feedback from External Verifier (EV) reports, across all assessment sites, occupational and qualification, experience, evidence of countersigning of unqualified Assessors where this is a qualification is a requirement.

M - Methods of assessment- sampling will cover all qualifications and programmes delivered; units' assessments, a higher percentage if the method of assessment has been adjusted in terms of agreed flexible assessment method, questioning, observation, product evidence or evidence of Recognition of Prior Learning (RPL).

E - Evidence types- written confirmation that evidence/assignments are valid, authentic, current, sufficient, plus a focus on any special requirements and identified problem units.

R - Records – all documents relating to assessments and assessor feedback to learners.

A - Assessment locations- across different assessment locations, main centre location and satellite centres

Interim sampling must be built into the plan and will occur at both the early and middle stages of your qualification assessment. Interim sampling enables you to check formative assessment for a whole or part of a unit and identify consistency or issues at an early stage for corrective action.

Summative sampling will occur at the end of the qualification assessment.

The Qualification Risk Rating (QQR) will inform the degree of Internal Quality Assurance (IQA) sampling. Centres should decide on the level of sampling they will employ however, the below table gives recommendations a centre may wish to use for the levels of sampling across a group of learners for a qualification over time.

Quality rating	Certificate status	Recommended sample
00	Direct claims (DCS)	10%
01	Direct claims (DCS), with an action plan	15%
02	External Verifier (EV) sign-off	20%
3a/3b	External Verifier (EV) sign-off	30%

For new Centres or Providers the QQR risk rating is usually set at 02. Once the External Verifier (EV) is confident that the qualification or programme is operating successfully and assessments are consistently to the right standard, the ILM Quality and Compliance Manager (QCM) can agree your Centre's or Providers EV recommendations and change your risk rating to direct claims status (DCS 01 or 00). This can happen at any point. For new Providers offering just the Development Programmes these will automatically be risk rated to direct claims status (DCS 01 or 00) as there is no assessment involved with these programmes.

The EV will base the decision upon risk. Listed below are some possible factors that may influence that decision:

- How stable is the assessor/internal quality assurance (IQA) resource within the centre?
- Are the assessment decisions in line with national standards?
- Is the internal quality assurance (IQA) person clearly checking the audit trail and documentation records
- What experience of relevant assessments does the team have?.

Direct claims status (DCS) is awarded on an individual qualification basis, so you might have direct claims status for one qualification but not another so, the internal sampling will vary.

- 00 or None low risk rating No External Verifier (EV) sign off required: Direct Claims Status (DCS) - no action plan – sampling retrospectively
- 01 low risk rating No External Verifier (EV) sign off required: Direct Claims Status (DCS) - with action plan – sampling retrospectively
- 02 medium risk External Verifier (EV) sampling required before release of results – action plan may be in place
- 3a high risk Suspend registrations – action plan in place
- 3b high risk Suspend certification- action plan in place.

The QQR rating may change at any point. This can be as a result of an ILM QRG (Quality and Regulatory Group) intelligence based decision, further EV activity; centre visits, remote monitoring or the annual customer review.

It is ILM's aim that a Centre or Providers' programme should move to having direct claim status (DCS) by implementing rigorous and robust internal quality processes.

Standardisation Meetings

Standardisation meetings must be planned and occur at regular intervals in line with your IQA strategy. There must be evidence of these meetings through minutes and your E) will ask to view these and actions required.

The internal verifier(s) must ensure all assessors, including associates attend, and that an agenda is set which covers standardisation of judgements, external quality assurance (EQA) reports and assessor feedback plus other pertinent issues such as ILM qualification updates.

Staff Induction Requirements

All new team members must have an induction to cover the qualification requirements and all your policies in relation to the delivery of ILM Qualifications or Programmes

Documentation and Records

You will need to have the following as a minimum to ensure clarity of the audit trail

- Registration list
- Induction and enrolment records
- Tutorial Records
- Sampling plan
- Assessment tracking record
- Sampling reports/records
- Assessment feedback sheets
- Internal quality assurance (IQA) feedback documentation
- Standardisation meetings calendar, agenda and minutes from the meetings
- Assessment Appeal records.

Continuous Improvement

The ILM Quality and Regulatory Group monitor this policy and any associated feedback and ensure that the ILM Standard is maintained to ensure our qualifications and programmes are accessible to all whilst maintaining quality in implementation. This policy shall be the subject of a three year review cycle or as necessary.

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We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

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