

Regent College London FZ LLC

Quality Assurance Handbook

Academic Year 2025-26

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1.0 Introduction

This handbook provides an overview of the quality assurance processes in place for Regent College London (RCL) to ensure that high quality, consistent and rigorous standards are being met across the provision.

What is quality assurance?

Quality assurance is:

- at the heart of what we do at RCL
- how we ensure the quality and standard of our provision and assessment

We use quality assurance to:

- ensure that staff, Internal Verifiers and Assessors are standardized and supported
- check that all programmes are working to the required standards
- identify and provide support where it is needed in order to safeguard certification
- recognise and support good practice
- facilitate a high-quality learning experience for learners to enable high achievement

The Quality Assurance Model

We operate a robust quality management system and we are committed to quality in everything we do.

It is a system designed to ensure that the assessment methods are fit for purpose and that the assessment decisions made by our Academic Assessors are valid, reliable and consistent with qualification criteria for achievement.

The guidance in this handbook relates to the quality assurance of internally assessed qualifications and units.

2.0 Roles and responsibilities

This section provides an outline of the key roles undertaken at RCL.

The responsibilities for each role are described briefly.

Where a role has specific responsibility in relation to a quality assurance process, this is also explained in the relevant chapter.

Director of Studies and Senior Managers

Senior Manager responsibilities

The Academic Head is formally responsible for management and delivery of programmes.

The Academic Head must ensure that:

- there is the provision of appropriate resources.
- learners are recruited with integrity.
- there is full and fair access to assessment.
- maintaining full and accurate records of assessment.
- complying with quality assurance processes.
- ensuring that all certificate claims are secure and accurate.

Day-to-day responsibility is normally delegated to the Institute's Quality Nominee.

Quality Nominee

The Quality Nominee is the main point of contact for information related to quality assurance.

Quality Nominee responsibilities

Ensure the effective management of RCL programmes and actively encourage and promote good practice at the Institute.

The Quality Nominee is:

- the person who liaises with senior management to ensure that all processes are being conducted effectively.
- the initial point of contact for Standards Verifiers/External Examiners, who make sure that they are put in touch with the relevant Lead Internal Verifier to conduct sampling.
- the person who puts actions in place to respond to the Standards Verifiers/External Examiners' reports.

- Ensures learners registrations are accurate.
- Ensures that learners' claimed certificates are accurate.
- Dealing with appeals from learners that have not been resolved by the programme team.
- Investigating malpractice allegations related to learners or members of staff.
- liaising with the Academic Head where any serious breach of approval conditions has occurred.
- All aspects of quality assurance which relates to the overall integrity and security of qualifications.

Liaising with the appropriate Institute staff to ensure that:

- all programmes are approved, and registrations are accurate and up to date.
- conditions and policy requirements are being implemented consistently and effectively.
- all staff are aware of all support and guidance available and understand requirements.
- assessment and internal verification are effective on all programmes.
- there is a Lead Internal Verifier in place (where appropriate) for each Subject Area.
- standards verification is completed successfully.

Examinations Officer

The Examinations Officer takes responsibility for the correct administration of learners as outlined below:

Examinations Officer responsibilities

- Liaise with programme leaders to maintain information on which programmes are running and when they start and finish.
- Register learners within 60 days of enrolment in line with the following:
 - The name given at registration will be printed on the certificate.
- Register learners onto the correct programmes and checking that these are the specific titles and versions that learners are following.
- Check registrations carefully to ensure that all data is correct, accurate and follow correct procedures if amendments are required.
- Claim learners' certificates into the correct programme and ensure that certificates claims are accurate.

Programme team

The programme team consists of the academics who are responsible for the delivery, assessment and internal verification of programmes.

Programme team responsibilities

- Understand the programme specification and assessment guidance.
- Understand the construction of the units.
- Create and agree a plan of assessment activities, with timescales.
- Ensure the assessment plan, assignments and assessment decisions are internally verified and appropriate action is taken by the team.
- Understand the relevant chapters of this Quality Assurance Handbook.

The appropriate minimum size of the programme team will depend on the number of units and the number of learners.

Programme Leader/Department Head

The Programme Leader is appointed to take overall responsibility for the effective delivery and assessment of qualifications. ***The Programme Leader/Department Head can also act as the Lead Internal Verifier.***

Programme Leader responsibilities

- Liaises with the Quality Nominee to be aware of information updates and quality assurance requirements.
- Liaises effectively with the Examinations Officer to ensure accuracy of registration and certification of learners.
- Liaises with programme team to confirm assessment and internal verification schedules.
- Ensures that records of assessment and samples of learner work are being retained for sampling by the Standards Verifier/External Examiner,
- Liaises with the Standards Verifier/External Examiner to ensure that appropriate sampling takes place.
- Ensures that there are sufficient resources to deliver the programmes and units.
- Ensures that programme staff have the necessary expertise and, where relevant, qualifications.
- Reviews reports arising from quality assurance and ensure that appropriate actions are taken.

Lead Internal Verifier

The Lead Internal Verifier is designated to act as a point of sign-off for the assessment and internal verification of programmes in a Subject Area.

The Lead Internal Verifier:

- has responsibility for verifying and signing off the assessment outcomes for a subject area.
- Is a subject specialist - it is important that the Lead Internal Verifier has an understanding of the subject that they are responsible for.
- Is directly involved in the assessment and delivery of a programme, with a good understanding of the units being assessed.
- the person who usually coordinates internal verification across Assessors and other internal verifiers for a subject area.

Lead Internal Verifier responsibilities

- Oversees the internal verification activity in their subject and ensures that it is consistently applied.
- Ensures that there is an assessment and verification plan for each programme which is fit for purpose and meets requirements.
- Signs off the plan and checks that it is being followed at suitable points.
- Ensures that assessment plans, records of assessment and samples of learner work are retained for standards verification across all levels and grades.
- Supports the development of Assessors and Internal Verifiers.
- Liaises with the Standards Verifier/External Examiner to ensure that appropriate sampling takes place.

Internal Verifiers

Internal verification is the quality assurance system RCL uses to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across the programme.
- assessment instruments are fit for purpose.
- assessment decisions accurately match learner work to assessment and grading criteria.
- standardisation of Assessors takes place.

Internal Verifiers can be anyone involved in the delivery and assessment of the programme. ***An IV cannot internally verify their own assessment.***

Internal Verifier responsibilities

- Agree an assessment and verification plan for each programme.
- Check the quality of assessment instruments to ensure they are fit for purpose.
- Ensure an effective system of recording learner achievement is in place.
- Keep accurate and up-to-date records of the internal verification process.
- Advise on the appropriateness of assessment evidence with regards to level, sufficiency, authenticity, validity and consistency.
- Use subject specialism to sample assessments to verify Assessors' judgements, ensuring that they are consistent, fair and reliable.
- Ensure assessment decisions are sampled when teaching on the programme.
- Ensure that appropriate corrective action is taken where necessary.
- Take part in the formal stages of any appeal.

Assessors/Teachers

An Assessor is anyone responsible for the assessment of learners.

Assessor/Teacher responsibilities

- Robust knowledge and understanding of programme specifications and the requirements of all units being assessed.
- Agree an assessment and verification plan for each programme ensuring full coverage of the required units.
- Teach learners the knowledge and skills required to achieve the qualification.
- Design assessment activities which guide learners to produce evidence that meets the targeted learning aims and assessment criteria, using the associated assessment guidance to provide sufficient coverage of unit content.
- Ensure academic integrity is maintained and that opportunities for plagiarism are minimised and that learners' work is authentic.
- Provide summative assessment of the completed work submitted by learners, checking authenticity and sufficiency of evidence produced against the relevant learning aims, assessment criteria and unit content.
- Accurately record all summative assessment decisions.
- Follow up any advice from the Internal Verifier.

3.0 Standards verification

Why we do it

Standards verification assures all our key stakeholders that we are operating appropriate quality assurance and assessing to national standards. It also ensures reliability of assessment across all our programmes.

Standards Verification:

- provides a thorough review of assessment and verification
- ensures that correct processes and procedures are being applied, consistent with qualifications at all levels
- encourages our staff to continue to deliver best practice in assessment
- provides a detailed report on verification and assessment practice for the relevant programme

Standards verification helps ensure we have accurate assessment and verification records and that we are assessing learners appropriately, consistently and fairly.

How we do it

We ensure regular standardization meetings are held in the Institute across all programmes and records of the meetings are maintained for the Standards Verifier/ External Examiner to review. We allocate a SV/EE who is a subject expert to conduct sampling of assessment instruments and assessed learner work in order to provide judgements and feedback.

Standards Verifiers/ External Examiners is expected to identify good practice and areas for further development so that we can improve the delivery of the programme.

When is standards verification (Periodic Centre Audit (PCA) required?

The process occurs once or twice per year. The Standards Verifier/External Examiner will sample all of the units that make up our qualifications.

Roles and Responsibilities

- Assessing learners to national standards as set out within the qualification / programme specifications
- Maintaining effective mechanisms for the internal verification of programmes
- Demonstrating effective recording of assessment and internal verification
- Applying Institute-wide processes and procedures effectively and consistently in programme areas
- Ensuring the Institute is upholding national standards

Standards

Assessments are centrally designed but locally marked at the first stage. As a result, there is a comprehensive Quality Assurance Process that underpins the validation of student outcomes.

Stage 1- Basic Compliance:

All delivery partners must nominate an internal Assessment Lead who is responsible for:

- Ensuring all academic staff complete the annual training and standardisation submission before marking any student work
- Ensuring only approved markers assess student work and any who did not meet the standard follow the secondary training process (which can include supervised marking) or are not part of the internal marking team
- Signing off the first stage student marks at every assessment window
- Acting as the liaison between RCL and the Awarding body.
- Ensuring the security of assessment papers pre- and post- completion and that all policies are followed
- Ensuring they role model and represent the importance of academic integrity and quality
- assurance of student performance
- Ensuring assessments (which are in person and supervised) are invigilated and supervised with the highest standards of security, by staff who can identify and verify candidates in person
- Facilitating the Annual Programme Review (APR) which verifies compliance with assessment processes

Quality Procedures

Wider Quality Processes are necessary to facilitate the operational success of the model. These are:

- The Annual Programme Review (APR) cycle which reviews compliance and also quality in the areas of teaching expertise, delivery and pedagogy, curriculum planning and delivery, assessment preparation and student guidance, wider student academic and pastoral support, arrangements for students with access needs or other barriers to learning and operational issues such as the appropriate management of a student's timetable, data, published materials including (but not limited to) recruitment, progression statistics and curriculum descriptions, course structures in use and progression routes.
- The Periodic Centre Audit (PCA) whereby awarding body conducts an on-site visit to assess quality assurance and compliance.

Sampling

As part of our overarching quality assurance process, we scrutinise the quality profile by taking into account factors such as:

- registration patterns
- grades claimed by programmes over time
- Good practice across the Institute
- general issues highlighted in a particular sector

Re-sits

The principles behind the qualification design are that:

- There are opportunities for in-cycle re-sits of first assessment activities and/or the re-submission of portfolio/controlled assessment activities, with the best mark counting towards the final outcome in each module.
- The final module outcome is determined at the exit point, with the only out-of-cycle re-sit opportunity being in examined components and only in a subsequent assessment window; this is to ensure full representative quality in the overall outcome of each module.
- Students who did not gain a % outcome in any module over 20% are not eligible for a re-sit in typical circumstances, though special consideration policies might apply.
- Any student requiring a re-sit of examined components out of cycle is delaying their exit point, though this is mitigated by the structure of the qualification itself which does allow for in-cycle resits of earlier components.
- Students cannot be entered for all three components of a module in the same window; this ensures the minimum of two assessment windows to complete – and therefore fully develop their learning – is protected but also supports the re-sit policy which does not allow for repeated attempts at all three components of a module. In practice, in all modules, therefore, the final examined component can only be taken once during the module cycle.
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Assessment of practical activities

Many units include practical activities where assessment is recorded through observation records.

Standards Verifiers/External Examiners need to be able to judge the validity of the assessment decisions and so they need evidence in addition to observation records. This evidence may take a variety of forms such as photographs, video, and audio.

The Institute provides information on assessment decisions and Assessor feedback.

Internal Verification

Internal verification is the quality assurance system the Institute uses to monitor assessment practice and decisions, ensuring that:

- assessment is consistent across Assessors
- assessment instruments are fit for purpose
- assessment decisions match learner work accurately and fully to the learning aim
- standardization of Assessors takes place

Learners included within the sample will usually have been subject to internal verification so that the assessment decisions for at least one assignment towards the unit have been internally verified. Full evidence of internal verification will be provided in the standards verification sample.

Before the sample is looked at by the Standards Verifier/External Examiner, the Lead Internal Verifier will check the sample and confirm that the standards are met by signing the Lead Internal Verifier Declaration.

4.0 Our Evidence Based Review

Evidence	
1. Institute Management Systems	<ul style="list-style-type: none">• Effective management procedures that are supported by appropriate systems policies and resources• How we review the programmes that we are delivering• How we monitor the effectiveness of the delivery of the programmes. This may include:<ul style="list-style-type: none">– minutes of meetings of Assessment Boards– monitoring of late submission of learner work– tracking the number of referrals and resubmissions– decisions made on extenuating circumstances– appeals• How changes are made as a result of reviews• Existence of a programme handbook owned by the Programme Leader.• The operation of on-going assessment meetings, reviewing the:<ul style="list-style-type: none">– fairness and consistency of decisions– decision making process– administrative support for the meetings– scope of the minutes of previous meetings

	<ul style="list-style-type: none"> - organisation and conduct of the meetings • Conflict of duty: <ul style="list-style-type: none"> - When a staff member is carrying out 2 or more different roles at the Institute (e.g. Quality Nominee and an Internal verifier, Head of Institute and Assessor....etc) this should be disclosed to the SV/EE, in such case the SV/EE would need to question that, and be given a name of a staff member for a second opinion.
2. Policies and Procedures	<p>The following policies and associated procedures are in place, published, communicated and embedded in practice.</p> <ul style="list-style-type: none"> • Internal verification - specific information about the role of the Lead IV for programmes • Assessment policy • Learner recruitment, registration and certification policy • Recognition of Prior Learning (RPL) policy • Special Considerations and Reasonable Adjustments policy • Equal Opportunities policy • Academic integrity: Learner plagiarism; staff malpractice and/or maladministration policies • Appeals policy • Complaints policy • Safeguarding of Learners policy • Risk Assessment and Health and Safety policy • Conflict of Interest policy • Learner Support policy • BCP - Institute Contingency and Adverse Effects
3. Registration and learner support	<ul style="list-style-type: none"> • There is a process for ensuring that learner registration and certification is accurate and monitored effectively • Learners must be registered correctly on the programme and any amendments, transfers or withdrawals made in a timely manner • The programme team has a good working relationship with your exams office to ensure that our learner registration details accurately reflect your own records • Procedures in place for: <ul style="list-style-type: none"> - checking of the accuracy of learner registrations - ensuring that timely and accurate certification claims are checked and verified against assessment records - checking a sample of certificates received against assessment records, prior to issue to learners - investigating and reporting all inaccurate, early/late and fraudulent registrations or certification claims, via your senior management, to us

	<ul style="list-style-type: none"> – The Institute only recruits those learners who show a potential to achieve the qualification (recruitment with integrity) – RPL is applied according to policy where appropriate – Specialist support is given to learners where appropriate – Informative and accurate learner handbook
4. Programme Delivery	<ul style="list-style-type: none"> • Programme specification/structure that gives information about the units that make up the qualification <p>Human capital</p> <ul style="list-style-type: none"> • Staff are appropriately qualified, updated, trained and supported. Records of training events held to update staff about developments in qualifications, including changes in assessment practices • Regularity of programme staff team meetings • The Standards Verifier/External Examiner will meet with the staff and ask if there are any concerns relating to the current and future operation of the programmes <p>Physical resources</p> <ul style="list-style-type: none"> • Is there an overall strategy for provision of learning resources consistent with learning strategies and the learner profile? • Plan that resources are regularly reviewed, maintained and replaced as required? • Library/Learning resource stock adequate and up to date • Access is appropriate to the learner profile and the learning regime? • Computing facilities are sufficient and there is adequate access • The learners' environment is safe, healthy and monitored to reduce risk. <p>Delivery</p> <ul style="list-style-type: none"> • The delivery of the programme is appropriate for the type of programme and level and includes a variety of delivery methods. • The design and nature of assessments permit the aims and learning objectives of each programme to be met and are of a standard appropriate to the qualification level
5. Internal Verification	<ul style="list-style-type: none"> • The assignment outcomes and related assessment criteria are clearly stated • Assessment tasks match the outcomes/assessment criteria and to the level • There is a variety of assessment tasks • The tasks relate fully to the unit content • There is clear guidance to learners on tasks, content/scope, and grading • Assessments are appropriate to the learner profile, level and mode of study

	<ul style="list-style-type: none"> Assessments promote learning, allowing learners to develop skills as opposed to rote learning/accumulation of facts There are opportunities for learners to take responsibility for their own learning and have some freedom of choice for completion There are unit assessment plans detailing coverage of all assessment criteria and grading opportunities There are sufficient assessments for each units Learner workload is realistic There is equality of opportunity for all learners Records show that verification of the amended Authorised Assignment Briefs and assignment briefs are checked before they are given to learners and they are thorough, planned, recorded and used to enhance future assessment practice IV records show that appropriate samples of assessment decisions are checked to ensure that the standard is being achieved Accurate and up to date assessment records are kept securely and made available for third party scrutiny on request The procedure for maintaining and auditing assessment records is secure and effective. Annual Assessment Board minutes and supporting documentation Resubmission and repeat documentation which is signed and dated by a member of the Assessment Board Confirmation that marketing materials use full and accurate titles of programmes being delivered
6. Assessment sampling	<ul style="list-style-type: none"> The Standards Verifier/External Examiner will verify a sample of assessed learner work. If the assessment does not meet national standards for any of the learners sampled, the Standards Verifier/External Examiner will identify an Essential Action. Existence of an Essential Action in this part of the report will result in certification pending status for the specific programme The Standards Verifier/External Examiner will take an appropriately sized sample of learners' work and check the assessment decisions made The Standards Verifier/External Examiner will decide 'Yes' or 'No' as to whether the standard has been achieved and give a written justification of the decision

Version Control

Version	Author	Amended by	Date	Comments
1.01	DoS	DGS	26/9/2024	Policy approved by RCL Governance Committee