

# The Internal Quality Assurance and Appeals Policies

<b>Date established:</b>	May 2001
<b>Updated:</b>	October 2025
<b>Reviewed:</b>	Annually
<b>Purpose:</b>	This policy aims to set out MITSkills' position regarding Internal Quality Assurance & Appeals, incorporating Internal Quality Assurance Policy and Appeals Policy. This should be read in conjunction with the Examination & Assessment Policy.

## Internal Quality Assurance Policy

### Aim:

- To ensure that the IQA is valid, reliable and covers all Tutors, Assessors, Work Based Trainers, End Point Assessors (EPAs) and programme activity.
- To ensure that the IQA procedure is open, fair, and free from bias.
- To ensure that there is an accurate and detailed recording of IQA decisions.

### Responsibility:

- The responsibility for Internal Quality Assurance rests with the Head of Quality, supported by individual Internal Quality Assurers

### To do this, the centre will:

- Ensure tutors/assessors exceed the minimum requirement over and above the end point assessment criteria, and Internal Quality Assurers are competent.
- Ensure that all Centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of Assessor/tutor work from all programmes, sites, and teams, in line with the MITSkills Internal Quality Assurance Strategy. Ensure centre programmes conform to the awarding organisation standards and external verification requirements. In the case of Apprenticeship Standards, ensure delivery and delivery plans conform to the approved Apprenticeship Standard and meet the requirements of individual End Point Assessment for the appropriate standard. In the case of HTQ/FdA units or coursework, the IQA Strategy will conform to the University Partner IQA policy.
- Internal Quality Assurers will provide feedback and support both individually to assessors/tutors and through regular standardisation meetings, which enable the sharing of good practice and identification of areas for standardisation. Standardised practice will be monitored by the Lead IQA/Head of Quality, as will outcomes for improvement.
- Plan an internal quality assurance schedule, linked to assignment roles and in line with the MITSkills Internal Quality Assurance Strategy. In the case of HTQ/FdA units or coursework, the IQA Strategy will conform to University Partner IQA policy.
- Define, maintain, and support effective internal quality assurance roles.
- Ensure that identified staff will maintain secure records of all internal quality assurance activity.

- Brief and train staff on the requirements for current internal quality assurance procedures.
- Promote internal quality assurance as a development process between staff.
- Provide standardised IQA documentation.
- Use the outcome of internal quality assurance to enhance future assessment practice.
- Assessors/Tutors and Internal Quality Assurers are regularly monitored in line with the MITSkills Internal Quality Assurance Strategy.
- Special assessment needs are identified, and assessment procedures are adjusted to suit the identified needs.
- Ensure all Candidates, Tutors, Assessors, Work-Based Trainers and Internal Quality Assurers understand the appeals procedures.
- Ensure no candidate will be discriminated against because of gender, race, religion, or sexual preference.

**Conflict of Interest**

- MITSkills has a conflict-of-interest policy, which is covered in our Company Rules. This is integral to our Internal Quality Assurance, and this policy requires compliance with that document. This covers all staff, contractors, agency workers, and freelance staff.

## **Appeals Policy (Assessment)**

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach an agreement between the learner and the assessor/tutor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding organisation where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

To do this, the centre will:

- Inform the learner at induction of the Appeals Policy and procedure.
- Record, track, and validate any appeal.
- Forward the appeal to the awarding organisation when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Have a staged appeals procedure.
- Take appropriate action to protect the interests of other learners and the integrity of the qualification when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.
- Ensure no candidate will be discriminated against because of gender, race, religion, or sexual preference.
- The Appeals process for HTQ/FDA candidates will follow the University Partner Appeals process.

Appeals Process:

- Where practical, the candidate should discuss his/her objection to the assessment decision with the assessor/work-based trainer before making a formal appeal. The assessor/tutor should be open-minded to the points raised by the candidate, discuss the matter with his/her Internal Quality Assurer and seek a solution which makes an appeal unnecessary. If this cannot be achieved, the candidate must be advised of his/her right to appeal.
- Appeals must be made in writing by the candidate to the Centre Co-ordinator, within 14 days of the candidate being notified of the assessment decision against which the appeal is being made.
- The written appeal must be copied by the Centre Co-ordinator to the assessor/tutor who made the decision and to the Internal Quality Assurer responsible for the assessor/tutor.
- The Centre Co-ordinator must identify a member of his/her programme team to evaluate the evidence and give a judgement. (the 'Appeals Adjudicator').
- This adjudicator must hold D32, D33, A1 or TAQA plus evidence of continuing professional development (CPD), be technically competent in the skills area being assessed and be knowledgeable of the awarding body systems and procedures.
- The Centre Co-ordinator must ensure that the organisational structure of the centre is not a barrier to an objective judgement of the appeal. If necessary, the centre should access an independent resource to achieve this.

## Appeals Process Conclusion:

- The adjudicator's judgement must be communicated to the candidate by the Centre Co-ordinator in writing within 21 days of the written appeal being received.
- This communication must be copied to the assessor/tutor against whom the appeal was raised, his/her Internal Quality Assurer and the Appeals Adjudicator.
- The Centre Co-ordinator must retain full details of the appeal within the Centre records for a period not less than 5 years.
- If the appeal is successful, the Centre Co-ordinator must identify the specific failure in the Centre's assessment regime and implement corrective actions.
- The Centre Co-ordinator is at liberty to seek guidance from the External Quality Assurer (EQA) on any aspect of the appeals process.
- A successful appeal is not a reversal of the original assessment outcome. To establish this, the candidate may need to be re-assessed.
- The timescales quoted in these procedures are normal maximums. In extreme cases, the timescales may need to be longer, in which case the reasons for the longer timescales are to be documented.

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