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Ratified by	Senior Management Team

Bromley Mencap Training Centre Teaching, Learning and Assessment (TLA) and Internal Quality Assurance (IQA) Strategy

Introduction

The policy supports the college vision of transformation through skills and knowledge.

The Training Centre is committed to delivering high quality qualifications that meet the requirements of awarding organisations. Internal quality assurance, standardisation and moderation procedures are in place to maintain assessment, consistency and quality throughout the college.

Quality Assurance of Teaching, Learning and Assessment (TLA)

Teaching, learning and assessment at will be guided by The Ofsted Education Inspection Framework and guidance laid down by the qualification awarding bodies.

- All learners will be provided with an induction that includes clear information relating to their programme of study, coursework and assessments.
- Teaching, learning and assessment activities will be prepared in advance and information shared with learners.
- Tutors will share teaching, learning and assessment activities with support staff to ensure they can provide the most appropriate support for learning.
- Initial assessment outcomes will identify learners' additional needs quickly and accurately in order that appropriate support can be effectively planned for and provided.
- Teaching learning and assessment activities will be planned, delivered and monitored to ensure they include and meet the needs of all learners.
- Lessons will support the preparation of learners for a successful life in Britain today through the integration and promotion of employability skills; functional skills (Mathematics, English, Information and Communications Technology); equality and diversity; equality of opportunity; safeguarding; sustainability/environmental issues and the fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different backgrounds, faiths and beliefs.
- Staff will have high expectations of learners. Lesson activities will provide them with stretch and challenge and will be appropriately differentiated.

The Head of Curriculum & Quality, along with other appropriately trained colleagues, will conduct quality assurance activities on teaching, learning and assessment.

Learning Walks – will be completed every term. These may have a particular focus, not limited to attendance, feedback, assessment, engagement, activities.

Lesson Observations – will be completed every term. These will focus on the intentions, implementation and impact of the lesson.

Learning Walk	Lesson Observation
Supports whole-school improvement, and provides evidence for a school improvement plan (SIP)	Makes evaluations of individuals, for a range of purposes (such as appraisal or monitoring a department's performance)
Breadth - a general look at the application of a topic or approach across the school	Depth - a more thorough look at an aspect of teaching and learning in a classroom or lesson
Short - around 10-15 minutes in each lesson	Longer - usually around 30 minutes, but it could be a whole lesson
Informal - providing an overview of an aspect of the school	Formal - usually with detailed feedback to explain judgements

Members of staff will be given 1 weeks' notice of these quality assurance activities. All documents and feedback will be provided within 1 week of the activity taking place.

Lessons will be graded for developmental purposes with the following grades:

Green	Outstanding
Amber	Good
Red	Requires Improvement

Internal Quality Assurance (IQA) of Assessment

Internal Quality Assurance (IQA) processes will ensure that the assessment process is valid, appropriate, and sufficient for the learners, whilst adhering to the awarding body and Ofqual recommendations.

All tutors and assessors will be required to have sampling completed of their work depending on experience and capability. The sampling plan is managed and administrated by the Head of Curriculum & Quality and supported by other appropriately trained colleagues. There is a robust process in place to ensure the assessments decisions are checked, in line with the awarding body requirements as well as to review the assessment and feedback, for value to be added to the learning experience.

The sampling will vary and be adapted to the reflect the stage of the business and curriculum plan. The sampling will depend on the size of the learner cohort and the caseload of tutors and assessors as well as their RAG (Red, Amber, Green) rating.

The Assessment RAG ratings are:

G	Outstanding - correct assessment decision, no actions, no intervention, no errors, Equality, Diversity and Inclusion (EDI), British Values (BV), Knowledge, Skills and Behaviours (KSB) embedded
A	correct assessment decision, generally stretching and challenging, opportunities for EDI, BV, KSB not utilised
G	Requires Improvement - incorrect assessment decision, lack of assessment and feedback, errors

The sampling ratios are:

25%	experienced assessor with a RAG of G
50%	an experienced or inexperienced assessor with a RAG of A
75%	an experienced or inexperienced assessor with a RAG of R

There are termly quality meetings with those involved in the quality assurance processes and monthly standardisation meetings held with all tutors and assessors. Staff 1:1s take place on a monthly basis and these facilitates the opportunity for the Head of Curriculum & Quality to follow-up on any action points.

Reports will be stored and shared with the awarding body or External Quality Assessment (EQA) when requested or made readily available during audits and visits.

Continuous Professional Development (CPD)

Continuous professional development (CPD) is important and an awarding body requirement. This will ensure that all assessors, tutors and IQA (who deliver, assess and verify on the qualifications we offer) are suitably qualified and experienced. All centre staff members will receive access to regular CPD.

Staff will be supported with their CPD this will be through a range of internal and external opportunities. This includes online or face to face training, shadowing/observation, subject research, team meetings/standardisation activities. Staff can share CPD requests during their 1:1s with their manager and the Head of Curriculum & Quality will source opportunities where appropriate.