

Rajitlal Institute of Management Sharjah (RIMS)

Internal Quality Assurance

Version 1.0 (2025)

Policy Authorized by Responsible Officer
8-11-2002025



INTRODUCTION

The purpose of this document is to provide general advice and guidance to assessors and internal quality assurers (IQAs) working with RIMS Qualifications. This document should be used in conjunction with the detailed specifications for each qualification, which are contained within the technical specification available to download from the RIMS website at www.rajitlal.com. Technical specifications provide detailed information about the requirements of each qualification and should be used as the main source of guidance for assessors and IQAs.

QUALIFICATIONS

All RIMS Business School programs are vocationally focused qualifications, made up of individual units, which require the learner to demonstrate competent skills and knowledge in a variety of functional areas related to a specific job role.

The learner brings forward evidence of their competence (usually in the form of a completed assignment) which is then assessed against the learning outcomes and assessment criteria in the qualification to determine whether it demonstrates competence.

In order to ensure that all assessors working within a center are making these judgments to a consistent standard, the work of the assessors is internally quality assured on an ongoing basis throughout the process.

RIMS has a responsibility to ensure that there is consistency of practice across all centers and does this through a process of external quality assurance. It must be noted that quality assurance (both internal and external) is not an 'end of process' or 'outcome driven' activity. It should be used as a means of monitoring the ongoing activities of assessors to ensure that they stay on track and provide a consistent service to all learners. The purpose of this guide is to look at the roles and responsibilities of the personnel involved in this process in detail and give some suggestions for ways of recording the activity that has been undertaken.

1.A. Learner

The learner is required to demonstrate the knowledge and skills outlined within the unit or qualification specification. This includes demonstrating performance of tasks and activities to the required standard and showing the required level of knowledge and understanding.

This is normally done through the completion of work-related tasks/activities; and/or through the successful achievement of an examination.

For Tech-level qualifications, the evidence presented by the learner is assessed by an assessor from a center.

Where an examination forms part of the assessment of a qualification, this is set and marked by RIMS or Awarding Bodies affiliated with that qualification.

1.B. Assessor

The assessor is appointed by the center. They review the evidence presented by the learner and make a judgment as to whether or not this shows the learner can meet the standards contained within the unit or qualification specification.

The judgment is recorded by the assessor with a rationale showing how they made this judgment and including a summary of the feedback that was provided to the learner about this assessment activity.

In order to be approved as an assessor, the individual must provide evidence to show that they meet the occupational competence criteria specified for the qualification(s) they wish to assess. Details of the occupational competence requirements for each qualification can be found in the relevant technical specification.

1.C. Internal Quality Assurance (IQA)

The IQA is appointed by the center and oversees the work of an assessor team. They ensure that the assessors are making appropriate and consistent judgments when carrying out the assessment of their learners. They do this by running standardization activities with them

assessors; observing the assessors carrying out assessment activities, and sampling the assessment decisions made on learner evidence.

In order to be approved as an IQA, the individual must provide evidence to show that they meet the occupational competence criteria specified for the qualification(s). Details of the occupational competence requirements for each qualification can be found in the relevant technical specification.

1.D. External Quality Assurance (EQA)

The EQA is appointed by NCC Education, to oversee the internal quality assurance process of their qualifications being undertaken within the center. The EQA will visit the center, usually on two occasions per year, to review the systems and procedures that are in place; interview assessors, IQAs and learners; sample assessment and internal quality assurance decisions and records; and confirm the certification of full qualifications or individual units.

RIMS must provide access to premises, staff, learners, data, records, meetings and documents as requested by the EQA.

1.E. Head of center or center coordinator

The head of center or center coordinator is the 'single named point of accountability' within the center for quality assurance of the RIMS qualifications. They will be the principal point of communication with us for a particular qualification or suite of qualifications and will ensure that the assessment and internal quality assurance personnel are following the center's policies and procedures at all times.

Depending upon the size of the organization, this role could be undertaken by a managing director, program manager, center manager, or any other suitable person holding the appropriate level of responsibility.

The head of center or center coordinator must be identified at the point that an organization applies for approval to become an approved assessment center. The Head of the Center – RIMS, Dr. P.L Rajitlal

SECTION 2: ASSESSMENT

2.A. Initial Assessment

When a learner approaches an approved assessment center to undertake a RIMS qualification (NCC Education) qualification, the center should carry out an initial assessment. The purpose of this is to:

- ensure the learner is choosing the most appropriate units, qualification and level
- identify the opportunities available to develop and demonstrate their competence
- ensure that learners can generate the evidence required for the qualification
- ensure that any particular assessment requirements can be met

The learner should bring forward the 10th pass certificate and 12th pass certificates for admission onto the course. Examples of learning and experiences gained in previous employment, education or unpaid work to consider whether these can be used as evidence towards obtaining credits for this qualification.

2.B. Assessment Planning

Once it has been established that the qualification is the appropriate route for the learner, the assessor and learner should plan how and when the assessment will be carried out.

The planning should focus on:

- when and where the assessment will take place ensuring that the evidence produced is authentic, valid, reliable, current and sufficient
- identifying times and locations where the assessor can carry out observation of the learner carrying out relevant activities (where required)

Identifying which aspects of competence must be supported by specific evidence or must be assessed by used specified methods (if prescribed in the evidence requirements)

The types of evidence and assessment methods identified in the assessment plan should be as efficient and cost-effective as possible; the learner and assessor should plan together how to minimize the volume of evidence required while still ensuring they can meet the requirements of the qualification.

2.C. Evidence Collection:

Evidence of competence can come from a variety of sources and can take the form of:

2.D. Performance Evidence (what the learner is able to do)

Work produced by the learner (e.g., the actual product or a record or photograph of the product). a description or summary of the process the learner went through (e.g., an assessor's observation of a learner; a witness testimony; or video)

2.E. Knowledge Evidence (what the learner knows and understands)

Evidence of the learner's knowledge may come from the performance of a task/activity, or from formal written questions/tests, oral tests and informal questions.

Knowledge evidence is used to support performance evidence and can provide additional confirmation to the assessor of the learner's competence.

On occasion, knowledge evidence may also be used to cover contingencies and aspects of the specification, if applicable, that occur infrequently. For example, the learner could describe how they would handle specified contingencies (e.g., dealing with an emergency) for which performance evidence is not readily available.

The technical specification will identify those areas of knowledge and understanding where it is necessary for particular types of knowledge evidence to be provided, or where any areas of knowledge are deemed to be so critical that they must be separately assessed.

2.F. Portfolio of evidence

Learners can collect and organize their evidence in a portfolio. The evidence may be presented as a hard or electronic copy. Portfolios should only include evidence of competent performance; it is not appropriate to include copies of training materials or activities.

The portfolio demonstrates the learner's competence to meet the requirements of the qualification and it therefore belongs to the learner who presents it for assessment and quality assurance in a center.

If the learner produces work which includes confidential information from a company or employer, care must be taken to ensure that this information is not inappropriately shared.

An organization may also require the learner to anonymize the evidence to their satisfaction during the period of assessment and quality assurance.

Before learners begin the process of assessment, the learner, any employer, and the learner's assessor should clarify ownership of the evidence and ensure that confidentiality is not breached.

2.G. Assessment of evidence

Evidence presented for assessment must be judged by the assessor as:

Valid: Is it relevant to qualification requirements? Does it contribute to the requirements of the qualification?

Authentic: Is it the learner's own work or contribution? This is particularly important when considering product evidence that has been produced away from the assessment center.

Current: Does it demonstrate that the learner can meet the requirements of the qualification at the time of assessment? This is particularly important when looking at evidence from prior achievement.

Sufficient: Does it meet all the evidence requirements of the unit/qualification?

When carrying out their role and making assessment judgments, the assessor must judge the learner's evidence over a period of time. They must also ensure fair assessment and equality of opportunity for the learner within the assessment process.

In order to ensure that the assessor is making judgments that are consistent with the rest of the assessment team, they must meet regularly with other assessors, IQA(s), and the EQA as requested to discuss assessment decisions.

2.H. Remote assessment of learners

Where centers choose to offer their programs and assessment via distance learning or other remote means, measures must be put in place to ensure there are clear communication links between the learner, assessor and IQA.

The proposed communication methods (e.g. telephone, skype, email) must be discussed and agreed upon with the learner at the start of the program, to ensure that they are clear about how they can contact their assessor to gain advice, support and feedback on their activities. The learner will also require details of how to contact their IQA in case their assessor is unavailable, or they wish to appeal against a decision made by their assessor.

Centers must ensure that the authenticity of any work produced and submitted by remote means is safeguarded. Assessors should regularly question the learner about their reasons for carrying out an activity or producing a work product in a particular way. This gives the learner the opportunity to demonstrate their performance, knowledge and/or understanding across a wider range of the qualification and also will give the assessor the confidence that this is the learner's own work. It is recommended that the assessor have face to face meetings with the learner on a regular basis throughout the program.

2.I. Feedback to Learner:

Assessment feedback from the assessor to the learner should be: ongoing throughout the assessment process and positive to inform the learner of what has been achieved specific to actions or targets so that the learner knows where they are performing well and where further development needs to take place clear and constructive, identifying any barriers to progress and suggesting ways to improve performance recorded as a written summary with a copy provided to the learner

Assessor feedback and discussion needs to be an interactive process that motivates and encourages the learner to take responsibility for their own development and evaluate their own progress.

2.J. Recording of assessment activity and decisions

A reliable system must be in place for recording assessment judgments and decisions to ensure that all claims for certification can be authorized. All learner assessment records must be fully auditable.

Assessment Records are required to show:

- who assessed who, what, how and when what assessment decision was made the assessment method(s) used the location of the supporting evidence feedback given and further action/assessment plans negotiated regular monitoring of the learner's progress the achievements of the learner.

Assessment records are required for internal and external quality assurance and must be securely retained by the center for a minimum of twenty years from the date learner achievement was claimed.

2.K. Occupational competence requirements

In order to assess a Tech-level, all assessors must have the necessary occupational experience and qualifications.

Occupational competence requirements can be found in the relevant technical specification.

In general assessors must:

- have sufficient occupational expertise in the areas in which they will be assessing to enable them to make valid judgments about learner performance and maintain their occupational competence in a way that can be demonstrated through a Continuing Professional Development (CPD) record that relates to the occupational sector.

SECTION 3: INTERNAL QUALITY ASSURANCE

3.A. Internal Quality Assurance Process

Internal quality assurance of the assessment process ensures that assessment within the center is valid and consistent. In order to demonstrate quality assurance of the assessment process, IQAs are required to:

- Advise and support the assessment process.
- Monitor and verify the assessment process manage external quality assurance requirements.

3.B. Advise and support the assessment process

The IQA should be in regular contact with assessors to provide advice and information including:

- helping with interpretation of guidelines and policy answering specific questions about assessment, advising on the appropriate use of different types of evidence, assisting with any special arrangements that might be required for individual learners

IQAs should ensure that assessors are provided with all relevant documentation, records and guidance provided by RIMS and the center. The IQA will allocate duties and responsibilities according to the expertise of the assessors and the needs of learners. The IQA will also ensure that both assessors and learners are aware of these responsibilities.

The IQA may not necessarily carry out the training of assessors, however they are required to ensure that induction has occurred and that any identified training needs are met.

IQAs are required to hold regular team meetings with assessors to include consideration of the following:

- access and fair assessment
- health and safety monitoring,
- review and evaluation new policies,
- impact and implementation in theCenter (where applicable)
- updates from EQA discussion of any action points identified by
- EQAs agreement of action to be taken by assessment team members staff roles andresponsibilities

Team meetings are essential to ensure that the center's assessment practice is standardized and meets the requirements of RIMS or its accrediting organizations. Records of these meetings must be maintained for external quality assurance.

3.C. Monitor and verify the assessment process

Internal quality assurance should be **ongoing throughout the assessment process** andshould include the following activities:

- observation of assessment activities and constructive feedback to assessors reviewing the learner's evidence which has been judged by the assessor as valid and sufficient observing formative and summative assessment interviews by an assessor with a learner, carrying out standardization exercises with a group of assessors focusing on such aspects as specific/problem units; types/sources of evidence; assessment methods

3.D. Internal Quality Assurance Sampling Strategy

The IQA should sample assessment decisions to ensure that assessment within the center consistently complies with RIMS requirements. Sampling must include direct observation of assessment practice and learner interviews.

Once center practice is established, the IQA may wish to focus the sample on particular areas, e.g. sample an increased number of assessment decisions by new or newly qualified assessors.

Records to show how a cross-section of these variables has been verified specific to each qualification must be made available to the External Quality Assurer.

3.E. Review and Feedback

The IQA must provide constructive feedback to assessors, identifying areas of good assessment practice and any training and development needs. Records of this feedback must be made available to the EQA, accrediting organizations or validating universities.

3.F. Managing external quality assurance requirements

The IQA is the link between the assessment team and the center coordinator and is required to manage and maintain the Tech-level provision within the center.

IQAs must:

- ensure accurate records of assessment and internal quality assurance are kept using appropriate documents
- liaise with the EQA to coordinate and manage center visits, clarifying requirements, disseminating RIMS updates and guidance, agreeing action plans
- deal with disputes or appeals in line with procedures agreed with RIMS.

- EQA advise RIMS of any significant changes to center operations which may affect the quality of assessment and internal quality assurance (e.g. changes in staff)

3.G. Recording of internal quality assurance decisions

Centers must have a reliable system in place for recording internal quality assurance activities. All internal quality assurance records must be fully auditable - the EQA must be able to see all of the internal quality assurance activities that have been undertaken by the center.

Internal quality assurance records must show: induction and training activities undertaken

by assessors and IQA competence minutes of team and standardization meetings list of assessors' allocated responsibilities, e.g., learners, qualifications, units an internal quality assurance sampling strategy who quality assured who, what, and when feedback given to assessors and action plans certificates claimed (including unit certificates), who claimed the certificate for whom and when statistical information on achievement and certification rates is analyzed by factors such as ethnic origin, disability, and gender, reasonable adjustments and special considerations are provided for specific learners.

Internal quality assurance records are required for external quality assurance. They must be securely retained by the center for a minimum of twenty years following learner achievement of the qualification.

3.H. Occupational competence requirements

In order to internally quality assure a qualification, all IQAs must have the necessary occupational experience and qualifications. Occupational competence requirements are provided for all Tech-levels and can be found in the relevant technical specification.

In general, IQAs must have sufficient occupational expertise in the areas in which they will be internally quality ensuring to enable them to make valid judgements about assessment decisions and maintain their occupational competence in a way that can be demonstrated through a continuing Professional Development (CPD) record that relates to the occupational sector.

SECTION 5: SAMPLE RECORDING DOCUMENTATION

SAMPLE RECORDING DOCUMENTATION

This section contains sample forms that can be used by centers as a basis upon which to develop their own recording documentation.

Document 1: Initial assessment tool

The purpose of this form is to give the learner an opportunity to consider the areas covered by the qualification and identify their own level of previous experience. This will be helpful in identifying an assessment plan for the learner and also in determining their correct level of qualification.

Document 2: Assessment Plan

The purpose of this form is to identify proposed assessment activities. As far as possible, all assessment activities should be planned in advance in order to give learners an opportunity to do any necessary preparation and to make them aware of the formal assessment process.

Document 3: Assessment record

The purpose of this document is to record the assessment activity and judgement that has been made on the learner's competence. It should be used when carrying out a formal assessment activity on the learner (as specified in the assessment plan).

It is critical that the assessor judgement is also included here, along with a rationale as to how this has been made. This will ensure that the IQA is able to see how the assessor made their judgement and can compare this to the methods used by the other Assessors in the team. An example of the level of detail that should be included in the 'Description of evidence and assessor judgement' column could be as follows:

'The work produced by the learner in response to the assignment brief showed the learner had a clear understanding of the process. I asked some additional questions to clarify a number of points. These are included as (evidence references) with a summary of the answers the learner provided to me. On this basis, I can confirm that this work demonstrates competent performance.'

Document 4: IQA assessor observation report

The purpose of this document is to record the findings of an observation carried out on an assessor actively undertaking assessment of a learner. This could be when the assessor is observing or questioning the learner, or it could be when the assessor is assessing written evidence produced by the learner.

IQAs should schedule observations of assessor activity on an ongoing basis.

Document 5: Portfolio sampling – feedback to assessor

The purpose of this document is to record the findings of portfolio sampling undertaken by the IQA. IQAs should schedule portfolio sampling sessions on an ongoing basis.

Portfolio Sampling Details

Assessor Name:

Learner(s) Sampled:

Qualification / Unit(s):

Date of Sampling:

Type of Sampling: (☐ Interim ☐ Final ☐ Thematic ☐ Horizontal ☐ Vertical)

Findings from Sampling:

.....

Areas of Good Practice:

.....

Areas for Improvement / Action Points:

.....

Assessor Response / Comments:

.....

IQA Signature: _____ Date: _____

Assessor Signature: _____ Date: _____

The purpose of this document is to record the findings of portfolio sampling undertaken by the Internal Quality Assurer (IQA). Portfolio sampling ensures that assessment practices are fair, valid, reliable, and consistent across learners and assessors. IQAs should schedule portfolio sampling sessions on an ongoing basis to maintain quality standards.

Document 6: IQA sampling plan

The purpose of this document is to record the group of learners assigned to each assessor. The IQA can then identify the sample of assessors to be observed, units to be reviewed, and learners to be interviewed for each IQA activity.

Sampling Strategy

Type of Sampling:

- ☐ Interim
- ☐ Final
- ☐ Thematic
- ☐ Horizontal
- ☐ Vertical

Sampling Approach:

- Interim: Reviewing assessment evidence during the learner journey.
- Final: Reviewing portfolios at the end of the qualification/unit.
- Horizontal: Comparing work from different learners across the same unit.
- Vertical: Sampling work across different units from the same learner.
- Thematic: Focusing on specific themes (e.g., feedback quality, record keeping).

Assessor(s) to be Sampled						
Assessor Name(s):						
Qualification(s):						
Learner(s) to be Sampled						
Learner Name(s):						
Qualification/Unit:						
Sampling Details						
Assessor	Learner(s)	Unit(s)	Type of Sampling	Date of Sampling	IQA Responsible	Notes

Rationale for Sampling

(Explain why these assessors/learners/units have been selected – e.g., new assessor, high-risk unit, new qualification, or routine quality check.)

IQA Follow-up / Action Points

Review & Monitoring

Date of Next Sampling Session:

Overall Comments:

Document 7: Master IQA tracking form

The purpose of this document is to keep a record of overall learner progress throughout their program.

Centre / Organisation:								
Qualification(s):								
IQA Name:								
Academic Year / Term:								
1. IQA Sampling Record								
Date	Assessor	Learner(s)	Unit(s)	Type of Sampling (Interim/Final/Horizontal/Vertical/Thematic)	Outcome (Valid/Reliable/Fair)	Actions Required	Follow-up Date	Completed (Y/N)
2. Standardisation Activity Record								
Date	Activity Type (e.g., Meeting, Training)			Assessor(s) Attending	Key Outcomes / Agreed Action	IQA Responsible		
3. Assessor Observation Record								

Date	Assessor Observed	Qualification/ Unit	Observation Focus (e.g., assessment decision, feedback, records)	Findings	Actions/ Support Required	Follow-up Date
4. IQA Action Plan & Tracking						
Action Required	Responsible Person	Deadline	Status (Open/In Progress/Closed)	Evidence of Completion		
5. IQA Overall Comments / Summary						
.....						
.....						

IQA Contact Details

Contact Person:

By email:

By phone:

Opening hours:

Dr.Akshaya Rajitlal

akshaya@rajitlal.com

+971 504960480

9am-5:00pm (GMT) Mon-Fri

:

RIMS

IQA