

STREET NR

CXLAB

Internal Quality Assurance (IQA) Policy

Version: 1.0

Approved by: CX Lab

Review cycle: Annual or as required

Effective date: 9th February 2026

1. Purpose of the IQA Policy

CX Lab is committed to maintaining high standards in learning, teaching, assessment, and academic governance. This Internal Quality Assurance (IQA) Policy sets out the framework through which CX Lab ensures the quality, consistency, and continuous improvement of its educational provision in line with MFHEA requirements.

The policy supports a culture of accountability, transparency, and enhancement, ensuring that learners receive a high-quality educational experience.

2. Quality Assurance Framework

CX Lab's quality assurance framework is designed to:

- ensure compliance with MFHEA standards and regulations;
- support continuous improvement across all academic and operational areas;
- promote learner-centred education;
- ensure consistency and fairness in assessment and decision-making.

Quality assurance is embedded across all activities, including programme design, delivery, assessment, learner support, and governance.

3. Roles and Responsibilities

Quality assurance at CX Lab is a shared responsibility, supported by clearly defined roles:

- **Strategic Management Committee**
Provides institutional oversight and approves academic programmes, policies, and quality-related decisions.
- **Head of Learning & Development (HLD-CXL)**
Oversees academic standards and ensures alignment with MFHEA requirements.
- **Lead Academic Staff (LAS-CXL)**
Ensures programme design, assessment, and delivery meet quality standards and learning outcomes.
- **Business Support Services (BSS-CXL)**
Supports quality processes related to administration, learner records, and reporting.
- **Tutors and Trainers**
Deliver programmes in line with approved curricula and assessment regulations and contribute to quality review processes.

4. Programme Design, Delivery, and Review

CX Lab applies structured processes to ensure programmes are:

- aligned with labour market and professional needs;
- designed with clear learning outcomes and assessment criteria;
- delivered using appropriate teaching and learning methods;
- regularly reviewed based on feedback and performance data.
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New programmes are subject to internal approval prior to MFHEA submission, and all programmes undergo periodic review to ensure relevance and effectiveness.

5. Assessment Quality Assurance

Assessment practices at CX Lab are governed by approved Assessment Regulations and are designed to ensure:

- fairness, validity, and reliability;
- consistency across cohorts;
- alignment between learning outcomes and assessment methods.

Assessment outcomes are monitored through defined KPIs, including learner progression, success rates, and resit activity, to support continuous improvement.

6. Learner Feedback and Continuous Improvement

CX Lab actively seeks feedback from learners, tutors, and stakeholders through:

- post-programme evaluations;
- learner feedback surveys;
- staff reviews and reflection;
- stakeholder and employer input.

Feedback is analysed and used to inform improvements to programme design, delivery, learner support, and assessment practices.

7. Monitoring and Review

The effectiveness of the IQA system is monitored through:

- regular internal reviews;
- analysis of KPIs and performance indicators;
- periodic policy and procedure reviews.

Findings from reviews are discussed at the appropriate governance level, and actions are implemented to address identified areas for improvement.

8. Publication and Version Control

This IQA Policy is publicly available on the CX Lab website.

All quality assurance policies are:

- version controlled;
- reviewed at least annually or following regulatory changes;
- updated to reflect institutional and regulatory developments.

9. Commitment to Quality

CX Lab is committed to fostering a culture of quality, integrity, and continuous enhancement. Through its Internal Quality Assurance framework, CX Lab ensures that learners, staff, and stakeholders can have confidence in the standards and outcomes of its educational provision.