



# MANCHESTER LEARNING ACADEMY

## INTERNAL VERIFICATION POLICY

REVIEW DATES:-

15/01/2014

15/01/2015

## **Internal Verification Policy & Procedures**

Verification is a quality management process. Internal Verifiers are responsible for the management of the assessment process to ensure that assessment consistently meets national standards. Rigorous internal verification relies upon a number of integrated activities.

### **VERIFICATION**

Verification is the checking/moderation of assessment briefs which form part of a module assessment scheme (whether examination paper questions or coursework assignments of any type); Internal verification is required for every assessment brief, the purpose being consideration of the appropriateness of the brief and the draft assessment scheme, in relation to the intended learning outcomes;

[Note: the assessment brief must include the submission requirements and assessment criteria]

Internal verification is to be undertaken by a minimum of one member of academic staff (and preferably two) from out with the module team;

The verification process must be recorded;

External verification is by negotiation with the external examiner. If wished, the external examiner could ask to see all assessment briefs (i.e. all exam question papers and coursework assignments) – but s/he might decide instead to sample them, perhaps auditing a set number each year.

### **Procedures for Internal Verification**

#### **Regular Meetings of Assessors**

The objectives of the meetings are

- To introduce a standard approach to assessment and procedures
- To resolve problems (if any) regarding interpretation of performance criteria
- To resolve problems (if any) regarding documentation
- To assist with special needs students
- To discuss any problems that have arisen eg appeals, grievance etc.

#### **Monitoring Assessment Practice**

- Ensure there is a clear and accurate audit trail of the IV and assessment processes relating to each candidate incorporated within IV and assessors' records as well as the portfolio of evidence itself.
- Observe all assessors on at least an annual cycle covering all aspects of the assessment process.
- Interview candidates regarding the assessment process to verify the records provided to you by assessors and to monitor their progress.
- Give feedback to assessors and record your feedback for scrutiny by the EV.

#### **Managing Procedures and Documentation**

- Ensure that communication with both management and the team is regular, informative and effective.
- Take responsibility for the security of candidate files, assessor records and certification claims.
- Ensure that candidate progress is recorded and monitored

## Internal Verification Sampling Strategy

### *Roles and Responsibilities: Internal Verifier*

- To ensure all assessors assess to the same standard and that these standards are maintained consistently.
- To ensure that all assessors have access to the standards and are familiar with them.
- To provide support and advice to assessors at all times.
- Ensure assessments are up to date and verified.
- To ensure that all assessments and candidates records are accurate and maintained.
- To pass on queries, comments etc. from assessors to course coordinator and External Verifier where appropriate and relaying any responses or information back to them.
- To pass all completed assessments and documentation to the course coordinator who will ensure that all candidate records and details are maintained in a secure and confidential manner.
- The internal Verification plan is made in accordance with the teaching plan, aiming at supervising the whole teaching process of ILM programmes and examining the fulfillment of the teaching plans and the lesson plans. The internal evaluators should be strict with their work to ensure the continual improvement of teaching quality.
- Establish internal evaluation files, work out Internal Verifier's work, sort out and keep records of internal evaluation.
- Provide necessary materials for external Verifiers and cooperate with them.

### **Requirements for Internal Verifier**

- Draw up the work plan of the internal Verifiers at the beginning of every term
- Hold a meeting of internal Verification to discuss the execution of internal verification and the existing problems and work out the measures of improvement
- Spot-check the student's assignments, make assessments and feedback the results of assessment to teachers to help them improve the teaching quality
- Sit in on classes to inspect classroom teaching with proper records kept
- Keep the necessary records of internal verification.
- Keep regular contact with the external Verifiers, report to them on the work done and obtain help and advice from them.

## **1. AIM –**

To provide access to assessment and accreditation services ensuring equality of opportunity for all within a framework of moderation or internal verification, as appropriate.

## **2. CONTEXT –**

- a) The assessment process must be fair both in intent and outcome, and therefore must address the basic principles of consistency, transparency, validity and reliability in the application of national standards for assessment, internal verification and moderation.
- b) The Roses College will negotiate special arrangements with placements for learners with specific needs in securing appropriate arrangements for access to and support in the assessment process as laid down in their procedures.
- c) The roles and responsibilities of assessors and internal verifiers are recognised as being essential to the delivery and quality assurance of NVQ's including workplace protocols, and other vocational programmes. Sufficient time will be allocated so that the assessment and internal verification team can carry out their duties effectively.
- d) Senior management supports the quality assurance processes and will ensure that the requirements of the NVQ code of practice are followed.

### **3. OBJECTIVES –**

- a) To ensure consistency, transparency, reliability and validity of assessment processes, ensuring that standards and specifications are implemented/achieved.
- b) To give quality assurance in assessment processes by establishing quality control mechanisms for assessment through a system of sampling, moderation and internal verification, as appropriate to the programmes.
- c) To provide learner-centred approaches to assessment which provides appropriate opportunities for learners to record evidence of achievement?
- d) To identify the staff development issues concerned with assessment processes through appraisal, observation and mentoring.

### **4. RANGE/SCOPE –**

The range of the policy covers all academic, vocational and all competence based courses and programmes delivered by The Roses College.

### **5. ASSESSMENT –**

- a) Assessment processes will aim to promote learning and achievement of all learners from entry, through to on – programme and achievement.
- b) The assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, and authentic and that judgement of evidence is valid and reliable.

c) The role of the Teacher/Tutor/Assessor is to: -

- Ensure that learners are fully briefed on assessment methods and procedures including Student Appeals Procedure.
- Involve learners in the assessment planning process and agreement of assessment occasions.
- Provide constructive feedback to learners on assessments (Conveying levels of achievement using awarding body criteria) discuss targets and areas for development on an individual basis.
- Adhere to the awarding body assessment specification in the judgement of evidence towards an award.
- Record outcomes of assessment using appropriate documentation.

## **6. INTERNAL VERIFICATION**

a) The internal verifier is at the heart of quality assurance in all programmes, both within the national framework and within the quality and management systems. The role in terms of managing assessment is that it consistently meets set standards.

b) Internal verifiers will have the knowledge and qualifications relevant to the vocational qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

c) Internal verifiers will be qualified in units.

d) Internal verification will be carried out by using the awarding body;

- Equal opportunity
- Candidates satisfaction
- Carrying out and evaluating internal assessment and quality assurance systems.
- Supporting assessors
- Monitoring the quality of assessors performance
- Meeting external quality assurance requirements
- Monitoring and supporting others in placements

## **7. IMPLEMENTING INTERNAL VERIFICATION**

- a)** Provision will be made within The Roses College for communication between programme area teams to share 'Best Practice' and areas of concern. Typically this will be achieved through meetings of internal verifiers, standardisation meetings and team meetings.
- b)** All assessors on NVQ programmes will be issued with a copy of the assessors Standards.
- c)** Additional assessor guidance notes appropriate to programme areas will be developed by vocational area teams.
- d)** Internal verifiers will meet with assessors on a regular (at least three modules) basis. These meetings will concern themselves with resolving issues of interpretation, validity, sufficiency and reliability of evidence. Information from these meetings will be documented and will provide a forum for review and refinement of assessor practice and of internal verification.
- e)** Internal verifiers will collate reports on assessment, accreditation and use of student's appeals procedure, as well as passing copies of external verification/quality assurance reports on a regular basis to the appropriate managers.
- f)** A summary of this information will need to be included in Course Reviews (as part of the annual self assessment report and developing planning process)

## **8. IMPLEMENTING MODERATION**

- a)** Assessment verification and moderation procedures will follow regulatory Awarding body requirements. The moderation of vocational qualifications is a comprehensive check on achievement and ensures that a learner is given the best opportunity to achieve their best quality of work and therefore their best overall result.

Working Plan of Internal Verification

Time(week)	Working Contents	Fulfillment
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		



Form of Records for Assessing Teaching Plan

Unit Title		Course Tutor		Verifier	
Item		Have or Haven't		Remarks	
A	The course design meets with the Syllabus				
B	The teaching plan meets with the course objectives				
C	Are the skills assessed in the assignments available to students?				
D	The assignment time is enough for the students to finish their assignment				
E	The teaching model and methods are helpful to outcome accessing				
F	The assignment's format and number are suitable				
G	The assignment assessment criteria are suitable				
H	Tutoring given by the course teacher are helpful to the students				

Signature : \_\_\_\_\_

Date : \_\_\_\_\_





Form of Records of Spot-Check of Assignments of Course

Course Tutor		Assignment Title						
Class No		Date						
Remarks								
Difficulty of the assignment	D		M		P		F	
Number of the assignment	D		M		P		F	
Time arrangement	D		M		P		F	
Teaching objectives	D		M		P		F	
	D for Distinction		M for Merit		P for Pass		F for Fail	
Students' feedback								
Remarks of by the tutor-self								
Remarks by the Verifier								



Form of Record of Visiting a Class of Course

Course Tutor		Class		Unit Title	
Format of Class		Course Place		Date	
Teaching Process:					
Student's Feedback:					
Assessment:					

## Form of Records of Assessing Student Achievement

Course Teacher		Course Title		Programme	
Class		Internal Verifier		Date of Assessment	
<b>Item</b>				<b>Conclusion</b>	
1. Do the contents of assignments or test papers meet the requirements of course teaching syllabus?					
2. Are the types of test items conducive to the exploitation of students' ability (professional skills and common skills)?					
3. Is the degree of difficulty of assignments or test papers in line with the student level?					
4. Is the size of test papers appropriate? (Most of students can finish them in the specified period of time)					
5. The number of sampled assignments or test papers					
6. The average grade of students					
7. The number of students who take the examination and finish the assignment					
8. The Rate of Passing the examination(%)					
9. The course teacher's overall appraisal of student achievement grades					
10. The internal evaluator's overall appraisal of the student achievement grades .					
11. Other problems					