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Internal Verification Policy

**Reviewed and
Approved by
Academic
Committee
January 2014**

This policy available on ECHE's website
Revised: January 2014
Review: January 2015

Policy Introduction

The College Assessment Board will make sure the quality of assessment, Internal Verification and continuous student progress. It will then advise to the academic committee to review the assessment and monitoring strategy as per to the outcome and in order to raise the standards.

We do have an effective, clear and consistent policy on students' assessments in accordance with EDEXCEL/ISA assessment and Internal Verification policy and QAA Quality code chapter B6 indicator 4.

Also Our Assessments are rigour, probity and fairness according to QAA Quality code chapter B6 of indicator 2 as well.

Correct submission timing for learners enable them to achieve the intended LOs according to the indicator 6 of QAA Quality Code chapter B6.

We do have transparent and fair mechanisms for marking them in accordance with EDEXCEL/ISA IV strategy **and** indicator 7 of the chapter B of QAA quality code.

Student feedback will be given one to one basis with ample explanations according to the Assessor comments form and IV on Assessed decision format

The student will have chance to appeal against the assessment decision and the appeals will be heard according to our college appeal policy and procedures and suitable remedy will be provided

All assignments which are to be used for assessment purposes have to be approved by the Assessment Board on the advice of the head of Academic. To ensure that the assignments are ready for the beginning of the Academic year draft assignments have to be sent to the Programme Leader one week prior to the particular cohort start.

To ensure that the grades awarded to candidates accurately reflect the performance of the student all assignments will be subject to Internal Verification. This is also needed to demonstrate proper quality assurance to the examining body so that they know that the decisions made on candidate performance is fair and accurate. To ensure this during the period of the course

every candidate can expect at least 50 % assignment will be checked by an Internal Verifier in line with the policy below during the first cohort and this percentage will be reduced for the following semesters (Annex 11).

Aim

College is dedicated to assure the standards of assessment are consistent, transparent and in accordance with the requirements of the awarding bodies. The students' works is being assessed must serve the stated Learning Outcomes (LO) and the Assessment Criteria (A.C) of the programmes we offer and facilitate the student to achieve the stated qualification.

Objective

Internal verification is a process undertaken to ensure that:

- Assessment and grading are consistent across the programme.
- Assessment instruments (assignments) are fit for purpose - i.e. they enable the learner to produce evidence which meets the grading criteria.
- Assessment decisions accurately judge learner work (evidence) against the unit Assessment Criteria.

The Role of Internal verifier

The internal verifier's role to check the quality of assignments before distribution to learners and verifies the quality of the assessment decisions to ensure that they meet awarding body standards. The internal verifier has a good understanding of assessment requirements and ideally should have subject specific knowledge of the programme being verified. College has an internal verification schedule for their programmes. The Quality Nominee will monitor that IV is being carried out across the forthcoming BTEC/ISA programmes. The internal verifier's role in the college is to undertake the following tasks during the various stages of BTEC/ISA delivery in future:

Role of the Assessor

Set tasks allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their Edexcel/ISA courses.

- Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills, which need to be demonstrated in the coursework / portfolio components of a subject.
- Encourage students by giving detailed feedback and guidance on how to improve work.
- Set interim deadlines for coursework and advice students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- Mark and return drafts within two weeks of submission.
- Adhere to the Awarding Body's specification in the assessment of student assignments.
- Record outcomes of assessment using appropriate documentation (see appendix). Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner via e-mail for transfer to the awarding body.

College Internal Verification process has five phases

1. Planning
2. Assignment Design

3. Implementation
4. Assessment / Internal Verification
5. Follow up
6. Standardisation

Planning

- Monitor that the IV schedule covers all units and all assessors on a programme.
- Advise on the interpretation of BTEC/ISA standards
- Co-ordinate assessment arrangements including multi-sites and consortia as appropriate.
- IV all assignment briefs before issue to learners.

Assignment Design

Assessment instruments designed by you should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

You must clearly indicate the targeted assessment criteria and contextualised grade descriptors on each assessment instrument to provide a focus for students and to assist with internal standardisation processes.

Tasks and activities should enable students to produce evidence that relates directly to the assessment criteria and grade descriptors.

When you are designing assessment instruments, you need to ensure that they are valid, reliable and fit for purpose, building on the application of the assessment criteria.

You are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for students to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned.

The creation of assessment instruments that are fit for purpose is vital to achievement. Programme planning at the beginning of the year must include assignment mapping. This will ensure that you have fully met the content of the units in your delivery and that students are able to provide evidence for

assessment that demonstrates full achievement of all the learning outcomes and grade descriptors.

Assignments tasks will identify the criteria being assessed to meet unit coverage, as described in the mandatory guidance within the unit. Tasks should be challenging rather than easily achievable, differentiated by outcome so that they stretch the most able but are open to lower achieving students.

Assignment mapping will allow you to monitor:

- that all assessment criteria from every unit being delivered will be assessed
- arrangements for staffing and resourcing of assessment activities where criteria from two or more units might be integrated in one assignment
- the planning of the internal verification of assessment during the programme

Assignment briefs

The assignment brief is the document issued to students at the start of the assessment process. Clear assignment briefs will:

- inform the student of the tasks set
- inform the student of the methods of assessment
- set clear deadlines for submission of work

Key information

- Assignment title
- Assessor
- Date issued
- Interim deadline (for formative assessment and feedback)
- Final deadline (for summative assessment and grading)
- Title and level of qualification (as published in the specification)
- Unit(s) covered (as published in the specification)
- Duration (approximate time it expected that the assignment will take to complete)

Purpose / Scenario

- Overview and aims

- Vocational scenario (if appropriate, giving you the opportunity to place the assignment within a vocational context)

Tasks

- The detailed description of specific activities the students will undertake in order to produce assessment evidence to address the criteria targeted by the tasks
- You must reference the tasks to the learning objective and criteria they address
- A task should encompass Pass, Merit and Distinction criteria within a learning objective
- Higher level criteria should not be written as separate tasks: they are achieved through a qualitative improvement in the evidence submitted for a task
- Learning objectives must not be split across different tasks or assignments
- Good practice in stating tasks will ensure they are clear, specific, time-bound, stepped, relevant and realistic
- Tasks should be written in appropriate language for students at the level of the Qualification

Assessment and grading criteria

- The brief must state exactly which criteria are being addressed
- You must not rewrite any aspect of the published criteria
- Please see the following section on grading for guidance on grade descriptors and contextualised grading criteria

Forms of evidence

- A clear statement of what the student is expected to produce as evidence
- Guidance on how the evidence will be assessed

Other information may include:

- Resources and reference materials
- Wider assessment opportunities built into the assignment or mapped within the specification
- Employer links

Assignments involving group work

In assignment briefs, students should be provided with a full explanation of the requirements for the assignment in writing together with the usual assessment details (scenario, hand-out and hand-in dates, learning outcome/s and associated assessment criteria, etc). It is suggested that this should include:

- The tasks to be undertaken
- The basis for group membership
- Rules that cover the operation of the group
- Confidentiality agreements over what occurs within the group
- Task allocation within the group
- The criteria for assessing the group report/presentation (product)
- The criteria for assessing the group process, if it is to be assessed
- The procedure for assessing individual contributions mapped to the learning
- outcome/s and associated assessment and grading criteria
- Who will carry out the assessment (e.g. Assessor, peers, employers, self, etc.)
- The fall-back position if a group loses a member or an individual's contribution does not meet the requirements of the task/

Implementation

Assessments

Formative assessment

Formative assessment involves both the Assessor and the student in a conversation about their progress and takes place prior to summative assessment. The main function of formative assessment is to provide feedback to enable the student to make improvements to consolidate a Pass, or attain a higher grade. This feedback should be prompt so it has meaning and context for the student and time must be given following the feedback for actions to be

complete. Students are provided with formative feedback during the process of assessment and are empowered to act to improve their performance. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement.

The role of feedback in motivating students must not be underestimated. Feedback should outline what can be done to move the unit grade forward. This is much easier to achieve if formative assessment for learning has developed evidence towards summative assessment. No more than two opportunities for formative assessment should usually be necessary and this will help Assessors to manage their assessment work load and avoid “ping-pong assessment” and the risk of malpractice.

Following formative assessment and feedback, students are able to:

- revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve higher grade
- submit evidence for summative assessment and final unit grade

Summative assessment

Summative assessment is a final assessment decision on an assignment tasks in relation to the assessment criteria of each unit. It is the definitive assessment and recording of the student’s achievement.

Assessors should annotate where the evidence supports their grading decisions against the unit grading criteria. It is not expected that students are offered opportunities to revisit assignments at this stage of the assessment process unless approved by the Programme Leader.

Students will need to be familiar with the assessment criteria to be able to understand the quality of what is required. They should be informed of the differences between grading criteria so that higher skills can be achieved.

Implementation will incur

- Ensure an effective system of recording learner achievement is in place.
- Advise on opportunities for evidence generation and collection.
- Keep records of the verification process for 3 years after certification.
- Liaise with external verifiers.

Summary of grades

In order to achieve a **pass** in a unit

- all learning outcomes and associated assessment criteria have been met

In order to achieve a **merit** in a unit

- all learning outcomes and associated assessment criteria have been met
- all merit grade descriptors are achieved

In order to achieve a **distinction** in a unit

- all learning outcomes and associated assessment criteria have been met
- all merit and all distinction grade descriptors are achieved

Meeting deadlines

Deadlines for assessment are an important part of BTEC/ISA. Students must be encouraged to develop good habits that will stand them in good stead in the future. It is important that students are assessed fairly and consistently and that some students are not advantaged by having additional time to complete assignments. You are at liberty to refuse to accept work that is late for assessment but must ensure that students are made aware of the consequences of failing to meet deadlines.

Submission of late work and referrals

To conform to the QAA Quality Code, ECHE has regulated within its code of practice on how late submission of student work is dealt with.

It is good practice for assessment regulations to be:

- made available to students as well as the programme team: key regulations could be included in the programme specification
- presented in an accessible and easy-to-understand format

Resubmissions

Summative assessment is the culmination of the learning and assessment process. You should make sure that students have sufficient learning and preparation before undertaking assessment. Formative feedback during an assessment window will help a student demonstrate attainment to the best of their abilities.

Providing initial deadlines have been met, a student may be given the opportunity to retake a completed assessment after a summative grade has been given. Your centre will need to provide a specific assessment opportunity that is authorised by the Programme Leader. You should make arrangements for retaking the assessment in such a way that does not adversely affect other assessments and does not give the student an unfair advantage over others. You need to consider how the further assessment opportunity ensures that assessment remains fit for purpose and in line with the original requirements. You may opt to conduct a retake under supervised conditions, even if this was not necessary for the original assessment.

How you provide opportunities to retake assessments needs to be fair to all students. You are not required to make an opportunity available if your student has not taken full advantage of the first assessment opportunity and formative assessment process.

The original evidence for assessment may remain valid and can be extended, or it may need to be replaced partially or in full. The student must not have further teacher guidance and support in producing further evidence.

The Standards Verifier (EE) is likely to want to include assessments that have been resubmitted as part of the sample they will review.

Assessment / Internal verification

- Provide advice and support to assessors on a regular basis.
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- Use subject specialism to sample assessed work to verify assessors' judgements.
- Check the quality of assessment to ensure that it is consistent, fair and reliable.
- Ensure own assessment decisions are internally verified by another person.
- Give feedback to assessors and identify action to be taken where appropriate.

Internal verification of assessment decisions

Internal Verifiers will sample assessed work from every assignment to check the accuracy of assessment decisions.

Internal verification of assessment decisions should be carried out by a staff member who is familiar with BTEC/ISA assessment at the appropriate level and has subject knowledge of the programme area. The sample should include pass, merit and distinction achievement where possible and be sufficient to confirm achievement of national standards. A student who has not yet achieved is also a valid selection for an internal verification sample.

Feedback from the Internal Verifier to the Assessor should comment on the quality of feedback given to the student and the effective completion of documentation. Internal verification of assessed work should be clearly recorded. If action is required, the Assessor should complete this and return it to the Internal Verifier for sign off.

Internal verification of assessment decisions must not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment practice and not disadvantage students. Internal Verification should be undertaken before work is returned to the students.

Centre devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring:

- The tasks and evidence will allow the learner to address the targeted criteria.
- It is written in a clear and accessible language.
- Learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification.
- Equal opportunities are incorporated.

Internal verification of the assignment briefs should be carried out ideally by a staff member who is familiar with BTEC/ISA assessment and has subject knowledge of the programme area. It will be done as per to the ECHE IV report on assignment brief

- Has accurate unit details.
- Has accurate programme details.
- Has clear deadlines for assessment.
- Shows all relevant grading criteria for the unit(s) covered in the assignment.
- Indicates relevant grading criteria targeted against each task.
- Clearly states what evidence the learner needs to provide.
- Is likely to generate evidence which is appropriate and sufficient.
- Is set at the appropriate level.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.

The outcome of internal verification should be recorded on the form and if action is identified by the internal verifier, the assessor should complete this and return it to the internal verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the learners. The form should be signed and dated for audit purposes by the external verifier. Here is a link to the form: [Internal Verification - Assignment Briefs](#).

A sample of assessed work in every unit and every assignment must be internally verified to check the accuracy of assessment.

As above, internal verification of assessment decisions is carried out ideally by a staff member who is familiar with BTEC/ISA assessment and has subject knowledge of the programme area. Again, internal verification of assessed work should be recorded. If action is required, the assessor should complete this and return it to the internal verifier for sign off. Internal verification of assessment decisions should not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment and not disadvantage learners.

A template is available on the Edexcel website. It is not mandatory, but it is strongly recommended that any internally devised form has an accurate record of programme, unit and assignment title, assessor and learner names, and includes the following questions:

- Which criteria has the assessor awarded?
- Do they match the criteria targeted by the assignment brief?
- Has the work been assessed accurately?
- Is there constructive feedback on assessment?
- Is feedback linked to relevant grading criteria?
- Are there identified opportunities for improving performance?

The Internal verification sample

During the course of the programme, every assessor, every unit and work from every assignment should be sampled. The sample should be constructed in a way that assures the entire assessment process rigorously. There is no algebraic formula to determine sample size but a well-constructed sample should consider:

- The full range of assessment decisions made: work meeting distinction criteria, merit criteria, pass criteria, and no criteria, should all be included in the sample if possible.
- The experience of the assessor: new or inexperienced assessors should have more work IV'd than an experienced assessor.
- New BTEC/ISA programmes: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners.
- Issues identified at previous external verification or centre risk assessment may affect the sample size.

Please note that all assignment briefs should be internally verified before being distributed to learners.

Recording of Student Achievement

- Learner Achievement Record on Individual unit (Annex 8)
- Learner Achievement Record on all units (Annex 9)
- All Learners Achievement Record on each unit (Annex 10)

Follow up

- Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.

- Take part in the formal stages of any appeal.
- Advise programme team on any training needs.
- Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel.

Standardisation

- Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit.
- Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC/ISA programme or across different BTEC/ISA programmes.

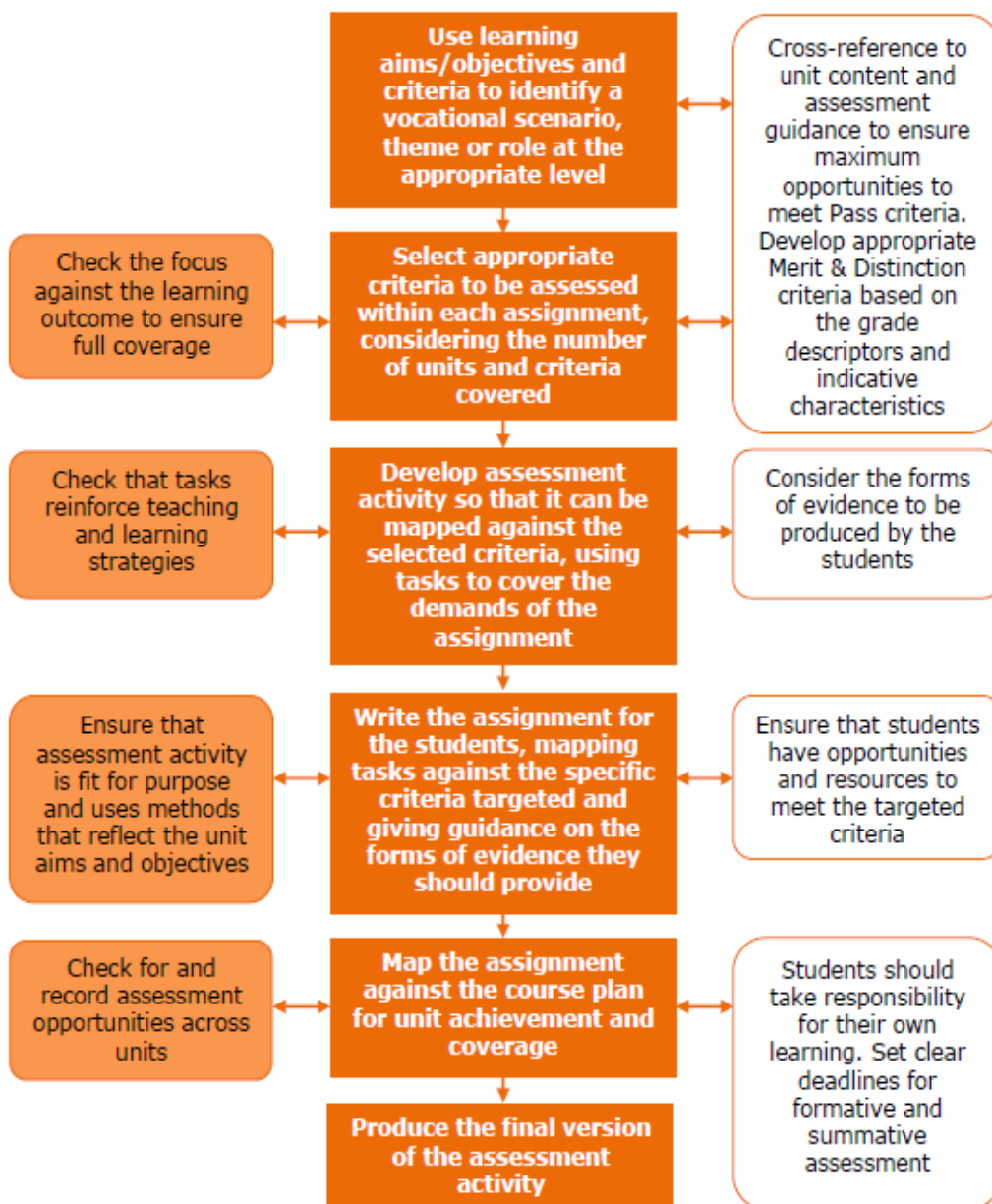
Good practice

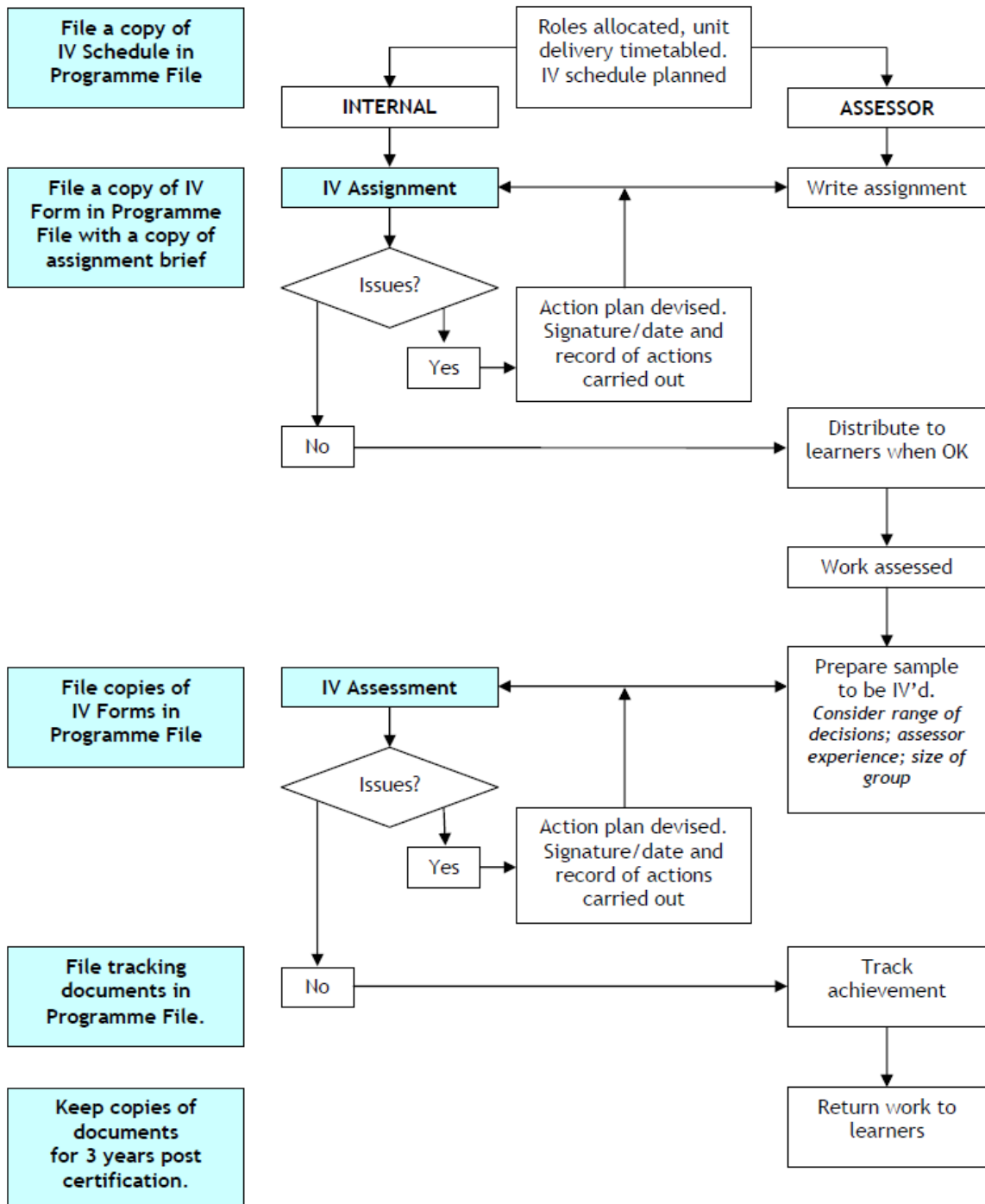
Internal Verification can be undertaken in a number of ways, but the following can be seen as examples of good practice:

- There is a recognised team of internal verifiers, who meet regularly to ensure standardisation of procedures.
- There is an internal verification policy which promotes a rigorous commitment to quality improvement.
- Internal verification processes are agreed and published so that they are clearly understood by all members of delivery teams
- BTEC/ISA internal verification forms are standardised across the centre.
- Internal verification schedules are drawn up to ensure timely implementation.
- All assessors are involved in the internal verification role.
- A lead internal verifier is identified, who manages the process and provides support.
- Standardisation meetings are seen as pivotal staff development.

- The time required to carry out internal verification is recognised. Centre Guide to Internal Verification

Assignment planning





Annex 2

Assessment Planning

Academic Year:

Cohort:

Date	Unit No. & Title / Assignment No. & Title	Learning Outcome	Hand Out Date	Hand In Date	Formative Assessment Date	Summative Assessment Date	IV Sampling Date	Assessor Name	IV Name
	Programme Leader's Signature				Name			Date:	

Annex 3

Observation record

Student name:			
Qualification:			
Unit number & title:			
Description of activity undertaken			
Assessment & grading criteria			
How the activity meets the requirements of the criteria			
Student signature:		Date:	
Assessor signature:		Date:	
Assessor name:			

Annex 4

INTERNAL VERIFICATION - ASSIGNMENT BRIEFS

Qualification			
Unit			
Assessor			
INTERNAL VERIFIER CHECKLIST		Comments	
Are accurate programme details shown?	Y		
Are accurate unit details shown?	Y		
Are clear deadlines for assessment given?	Y		
Is this assignment for whole or part of a unit?	W/P		
Are Learning Outcomes and Assessment Criteria to be addressed listed?	N		
Does each task show which criteria are being addressed?	Y		
Are these criteria actually addressed by the tasks?	N		
Is it clear what evidence the learner needs to generate?	Y		
Are the activities appropriate?	Y		
Is there a scenario or vocational context?	Y		
Is the language and presentation appropriate?	Y		
Is the timescale for the assignment appropriate?	N		
Overall is the assignment fit for purpose?	N		
Internal Verifier			
Signature		Date	

Assignment front sheet

Learner name		Assessor name	
Date issued	Completion date	Submitted on	
Qualification		Unit number and title	

Assignment title	
In this assessment you will have opportunities to provide evidence against the following criteria. Indicate the page numbers where the evidence can be found.	

Annex 5

Criteria reference	To achieve the criteria the evidence must show that the student is able to:	Task no.	Evidence

Learner declaration	
I certify that the work submitted for this assignment is my own and research sources are fully acknowledged.	
Learner signature:	Date:

Overall Grade	Referred	Pass	Merit	Distinction

Learner feedback

Assessor feedback

Action plan

Assessor Signature		Date	
Learner Signature		Date	

Annex 7

INTERNAL VERIFICATION – ASSESSMENT DECISIONS

Award	HND in Business	Assessor	Mr. XXX
Unit(s) and Unit Number	Unit XX -----		
Assignment title	Data gathering techniques for business decisions		
Learner's name	Mr. XXXXX		
List which assessment and grading criteria the assessor has awarded	Pass	Merit	Distinction
Do the assessment and grading criteria awarded match those targeted by the assignment brief?	Y/N	Details:	
Has the work been assessed accurately?	Y/N	Details:	
Is the feedback to the learner: <ul style="list-style-type: none"> • Constructive? • Linked to relevant grading criteria? • Identifying opportunities for improved performance? • Agreeing actions? 	Y/N	Details: Yes	
Does the grading decision need amending?	Y/N	Details:	
Remedial action taken	Details:		
Internal Verifier	Mr. XXXX	Date	XXXXX
Lead Internal Verifier	Not required	Date	

(if required)			
Confirm Action completed	No Action to complete	Date	XXXXXX
Assessor signature	XXXXXXXXXX	Date	XXXXXX
Internal signature	Verifier XXXXXXXXXX	Date	XXXXXXX

Annex 8



BTEC HND Diploma in Business

Learners' Achievement Record at unit Level

Unit Number and Title:

Module Tutor:

Learner name:

Learner's EDEXCEL No:

Cohort :

Assessment Criteria		Grading Descriptors	
Pass - AC	Achieved	Merit and Distinction Descriptors	Achieved
A.C 1.1		M1	
A.C 1.2		M2	
A.C 1.3		M3	
A.C 2.1		D1	
A.C 2.2		D2	
A.C 2.3		D3	
A.C 3.1			
A.C 3.2			
A.C 3.3			
A.C 4.1			
A.C 4.2			
A.C 4.3			

Annex 9

BTEC Higher National Diploma in Business
Learners' Achievement Record for all units

Unit Number and Title:

Module Tutor:

Learner name:

Learner's EDEXCEL No:

Cohort:

Pass-AC	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
A.C 1.1							
A.C 1.2							
A.C 1.3							
A.C 1.4							
A.C 2.1							
A.C 2.2							
A.C 2.3							
A.C 2.4							
A.C 3.1							
A.C 3.2							
A.C 3.3							

Annex 10

BTEC Higher National Diploma in Business All Learners' Achievement Record in each unit

Unit Number and Title:

Module Tutor:

Learner name:

Learner's EDEXCEL No:

Cohort:

Pass-AC	Learner 1	Learner 2	Learner 3	Learner 4	Learner 5	Learner 6	Learner 7	Learner 8
A.C 1.1								
A.C 1.2								
A.C 1.3								
A.C 1.4								
A.C 2.1								
A.C 2.2								
A.C 2.3								
A.C 2.4								
A.C 3.1								
A.C 3.2								
A.C 3.3								

Annex 11

BTEC HND in Business

SAMPLING PLAN

Qualification Level and Title:

Internal Verifier Name:

Plan Period from: _____ To: _____

Assessment Site Location	Assessor Name	Candidate name:	IV Date		Unit	Assessment Decision or Observation of performance	IV Report No	IV signature on the date of Internal Verification
			Plan	Actual				

Internal Verification Policy	
Policy Ref: ECHE 2014	
Version Number	2.0
Version Date	Jan 2014
Name of Developer/Reviewer	Phillip McManara/Samuel Ganta
Policy Owner (College/Centre/Unit)	Academic Committee, Directors of the College.
Person responsible for implementation (postholder)	Directors of College
Approving Committee/Board	Academic Committee
Date approved	Jan 2014
Effective from	Jan 2014
Dissemination method (e.g. website)	College website
Review Frequency	1 years
Reviewing Committee	Academic Committee, Directors of the College
Consultation History (individuals/groups consulted with dates)	Drafts of the policy have been considered by: Directors of college Academic Committee