Procedure 3.6 Internal Verification					
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Review No	2	**Next Review Date**	August 2022	**Approved on**	30/08/2021

Procedure Issued : April 2015

Procedure Owner : Principal / CEO

- This procedure is shared with our students and/or can be obtained:
  - on our website https://docklandsacademy.co.uk/policies-and-procedures,
  - on the desktops of all computers in the library on the top floor,
  - by emailing us at info@docklandsacademy.co.uk
- Also, our students and academic staff are fully informed about the main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our "DAL Procedure 1.9 Review and Revision of Policies and Procedures".

1 Purpose of Internal Verification (Pearson BTEC and CTH Programmes)

Internal verification ensures that assessment is accurate, consistent, current, timely, valid, authentic and to awarding organisation standards. It also ensures that assessment instruments/assignment briefs are fit for purpose and provides feedback which informs quality improvement

1.1 Pearson/BTEC programmes

The Academy is responsible for the internal verification of all assessments for Pearson (BTEC) programmes. BTEC assessments are prepared, verified and marked by the Academy and moderated by the Pearson external examiner.

2 Expectations

- the chosen assessment instruments and assessment guidelines are valid and applied consistently by all assessors for the same qualification across all learners,
- arrangements are effective for the safe storage of internal assessment materials,
- access to assessment materials is effectively managed,
- the final assessment decisions made by assessors are accurate, justified, reliable and recorded,
- assignment briefs are designed to prevent plagiarism and/or collusion,
- assessment work declaration has been signed by the learners,

- the effectiveness of the assessment and internal verification system is monitored and reviewed
- any changes required by Pearson are implemented

3 The internal Verification Process: An Overview

3.1 Designing the assessment process

- The assessors decide how they are going to assess the candidates. For example, if candidates are required to demonstrate competence in a practical skill, then a practical exercise would be designed.
- The lead internal verifier confirms that the assessment briefs are fit for purpose and that the assessment specification and marking schedule are appropriate.

3.2 Delivery of assessment

- Assessment is carried out using approved/standardised material which the internal verifier has checked.
- Lecturers and assessors are regularly observed and attend relevant CPD sessions to ensure standardisation.

3.3 Marking assessment

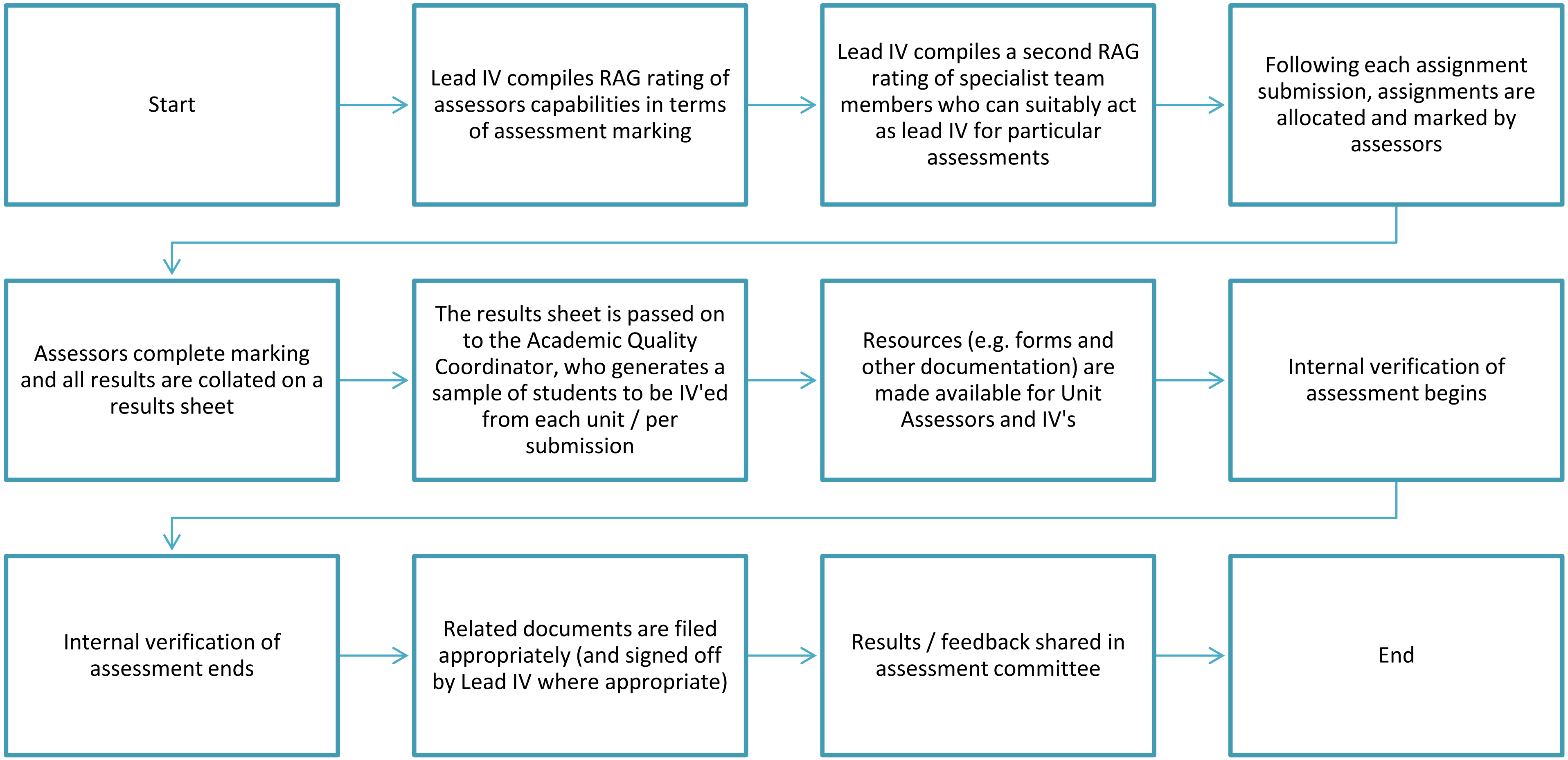
- The assessors evaluate the candidate's evidence to ensure that it meets requirements of the criteria of the related units.
- Assessors are informed about the marking allocation schedules in line with assessment plans.

3.4 Internal verification of assessment

- The Lead Internal Verifier (Academic Head) regularly updates the assessor RAG rating lists, which identifies and outlines the sample size allocated per assessor depending on their capabilities and experiences. The Lead Internal Verifier also identifies and lists those with specialist skills who can suitably act as lead internal verifier for particular assessments.
- Of direction from the Academic Head, Academic Quality Coordinator compiles a student sample pool from per submission (submission and resubmission) and each unit to disseminate to the relevant internal verifier {s}.
- Assessment records, materials and evidence are retained in line with Pearson/BTEC requirements.

Guidance documents from Pearson which relate to requirements and exemplars of good professional practice are maintained in the Pearson/BTEC Centre Management File.

4 The internal Verification Process: An Overview (flow-chart)



5 Internal Verification Procedures

It is important that internal verification procedures are consistent across the whole Academy and the following procedures are applied:

- assessment briefs and preliminary papers should be scrutinised to ensure they meet Pearson standards and are reliable, valid and secure,
- all assessment briefs must internally verified before being distributed to students,
- student work should be sampled regularly using a valid sample size that follows Pearson Centre Guidance. Currently, where the number of students in learning is less than 8, all are sampled; if there are 9-100 students, the sample size is 9; thereafter, for each additional 100 students, a further 9 are to be sampled,
- the internal verification paper work should be signed by both assessor and internal verifier,
- the Academy checklists and forms specific to the Pearson HN programmes, and based on the Pearson Template should be used and retained as evidence for external verification and appeals (see forms 3.7.1 and 3.7.2)
- all evidence should be retained securely in accordance with Pearson regulations after the student leaves the Academy,

6 Responsibilities

6.1 Quality Coordinator

- develops and implements improvements to quality assurance systems,
- arranges for the training of internal verifiers and assessors,
- coordinates the operation of the internal verification system,
- support the external verification activity on behalf of the Academy,
- support appeals related to assessment and internal verification,

6.2 Academic Head (Quality Nominee)

- operates systems to standardise assessment and ensures that the work of all assessors is sampled over a defined period,
- liaises with Pearson,
- arranges for the induction of candidates,
- coordinates appeals related to assessment and internal verification,
- monitors consistency of assessment records,
- supports assessors by offering guidance and advice, particularly in the case of new or inexperienced assessors, [The work of these assessors should be sampled more often].
- decides on the methodology/ mechanisms to be used in assessment process,
- samples assessment materials,
- liaises with external verifiers and Pearson/BTEC coordinator,
- coordinates meetings of assessors before each assessment cycle,
- check records of internal verification for external verification and as evidence for appeals,

6.3 Assessor

- contributes to the design and review of assessment materials,
- plans the assessment process with the Academic Head,
- assesses evidence against the Pearson standards and makes accurate and reliable judgements,
- completes the assessment records,
- liaises with other assessors and the internal verifier and participates in internal and external verification,

7 Internal Verification Records

7.1 Internal verification schedule

- a list of the units for which the assessors have responsibility,
- a list of the assessors with whom the internal verifier liaises,

7.2 Records relating to the design of assessment

- record of comments made about the assessments,
- an internal verification form for each assignment brief,

7.3 Records relating to the delivery of assessment

- notes of meetings with assessors,
- confirmation that assessment complies with the unit standards, (for CPD activities and lesson observations),

7.4 Records relating to the review of the assessment

- feedback from the external verifier, assessors and learners,
- changes made to the assessments in the light of feedback,

(Forms 3.7.1 and 3.7.2 are provided as an appendix to this procedure)

8 Internal Verification Methods

The Academic Head is responsible for working with their department to ensure that verification can take place smoothly. In terms of the actual mechanisms used for internal verification, there are many options. These may include:

- checklists; these are particularly useful when relying on observation or conducting interviews or role plays,
- model solutions and suggested answers; for use when any assessment has been carried out
- discussions about assessment; it may be necessary to discuss levels of performance for particular learner,
- cross-assessing/ block marking; it is sometimes useful for assessors to agree standards by marking each others' work,
- a bank of material; assessments which have already been agreed.

8 Related Documents

8.1 Policies

- **3** Teaching Learning and Assessment
- **4** Student Admissions
- **5** Student Support Engagement and Learning Resources
- **6** Human Resources and Staff Development

8.2 Procedures

- **1.9** Review and Revision of Policies and Procedures
- **3.3** Encouraging Independent Learning
- **4.4** Attendance Monitoring
- **5.3** Equality, Diversity and Special Needs
- **5.4** Student Engagement
- **6.4** Personal Development and Performance
- **6.5** Discipline at Work Version
- **6.6** Absenteeism and Lateness
- **6.7** Holiday and Leave Entitlement
- **6.9** Continuing Professional Development
- **6.10.1** HE Lesson Observation
- **6.10.2** Peer Review
- **6.11** Requests for Training
- **6.12** Evaluation of Training
- **7.1** Review and Sign off PI
- **7.4** HE Public Information
- **9.4a** Health and Safety Policy under HASAWA

8.3 External References

- **Office for Students (OfS) Requirements and Guidance** at *https://www.officeforstudents.org.uk/advice-and-guidance/regulation/*
- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access*
- **UK Quality Code Advice & Guidance – Enabling Student Achievement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/enabling-student-achievement*
- **UK Quality Code Advice & Guidance – Learning and Teaching** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/learning-and-teaching*
- **UK Quality Code Advice & Guidance – Student Engagement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/student-engagement*
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at *https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at *https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*

- **Pearson Recognition of Prior Learning Policy** at *https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf*
- **UKCISA Code of Ethics** at *https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics*
- **Equality Act – 2010** at *https://www.legislation.gov.uk/ukpga/2010/15/contents*
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standar**Higher Education include the QAA Quality Code at *https://www.qaa.ac.uk/quality-code.* Teaching Excellence and Student Outcomes Framework at *https://www.gov.uk/government/publications/teaching-excellence-and-student-outcomes-framework-specification*.

3.7.1

INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title	**Pearson BTEC HNC Certificate in Hospitality Management L4 (RQF)**		
Assessors		**Internal Verifier**	
Unit			
Assignment title			
Is this assignment an authorised assignment brief published by Pearson?			
If yes, has it been amended by the centre in any way? Please give details.			

INTERNAL VERIFIER CHECKLIST		**Comments**
Is this assignment for Whole or Part of a unit?		
Are accurate programme details shown?		
Are accurate unit details shown?		
Are clear deadlines for assessment given?		
Are the assessment and grading criteria to be addressed listed?		
Are these criteria actually addressed by the task(s)?		
Is it clear what evidence the learner needs to generate?		

Are the activities appropriate?		
Is there a scenario or vocational context?		
Is the language and presentation appropriate?		
Is the timescale for the assignment appropriate?		
Overall, is the assignment fit for purpose?		
*If 'No' is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertake.		
INTERNAL VERIFIER FEED-FORWARD:		

Assignment Brief author(s)		**Date**	
Assessors' signatures		**Date**	
Internal Verifier signature		**Date**	
Lead Internal Verifier signature (if required)		**Date**	

3.7.2 (New – 2021 / 22)

<table>
<tr><th colspan="6">INTERNAL VERIFICATION – ASSESSMENT DECISIONS (Single Learner)</th></tr>
<tr><td colspan="2">Programme Title:</td><td colspan="4"></td></tr>
<tr><td colspan="2">Unit/Component Number and Title:</td><td colspan="4"></td></tr>
<tr><td colspan="2">Assessor Name:</td><td colspan="2"></td><td>Internal Verifier Name:</td><td></td></tr>
<tr><td colspan="2">Assignment title:</td><td colspan="4"></td></tr>
<tr><td>Name of Learner</td><td>Submission Type
(First, Resubmission, Retake)</td><td>List which assessment and grading criteria the Assessor has awarded. Please state specific criteria and not an overall grade</td><td>Assessment Decision Accurate (Y/N)</td><td>List the assessment and grading criteria where inaccurate decisions have been made</td><td>State why the assessment decision is inaccurate.

*If an inaccurate decision is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken before assessment decisions are issued to the learner.</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="5">INTERNAL VERIFIER CHECKLIST</td><td>Y/N</td></tr>
<tr><td colspan="5">Has the learner and the Assessor confirmed the authenticity of the evidence?</td><td></td></tr>
<tr><td colspan="5">Is there evidence of collusion or plagiarism?</td><td></td></tr>
<tr><td colspan="5">Does the assessment feedback to the learner:

● Link to relevant assessment criteria?
● Justify each assessment criterion awarded?
● Provide appropriate guidance to the learner without giving specific actions for improvement?</td><td></td></tr>
<tr><td colspan="6">GENERAL COMMENTS (if appropriate)</td></tr>
<tr><td colspan="6"></td></tr>
</table>

Any actions required must be reviewed across the whole cohort.		
Action Required	**Target Date for Completion**	**Date Action Completed**
I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.		

Internal Verifier signature		**Date**	
Assessor signature		**Date**	
Lead Internal Verifier signature (if appropriate)		**Date**	

INTERNAL VERIFICATION – ASSESSMENT DECISIONS (Multiple Learners)	
Programme Title:	

Unit/Component Number and Title:			
Assessor Name:		**Internal Verifier Name:**	
Assignment title:			

Name of Learner (If a larger sample is required please add rows or use additional sheets)	**Submission Type** (First, Resubmission, Retake)	**List which assessment and grading criteria the Assessor has awarded. Please state specific criteria and not an overall grade**	**Assessment Decision Accurate (Y/N)**	**List the assessment and grading criteria where inaccurate decisions have been made**	**State why the assessment decision is inaccurate.** **If an inaccurate decision is recorded the Internal Verifier must recommend actions detailing the issues to be addressed. The Assessor and the Internal Verifier must then confirm that the action has been undertaken before assessment decisions are issued to learners.*

INTERNAL VERIFIER CHECKLIST	**Y/N**
Has every learner and the Assessor confirmed the authenticity of the evidence?	
Is there evidence of collusion or plagiarism?	
Does the assessment feedback to each learner: • Link to relevant assessment criteria?	

• Justify each assessment criterion awarded? • Provide appropriate guidance to the learner without giving specific actions for improvement?	
GENERAL COMMENTS (if appropriate)	

Any actions required must be reviewed across the whole cohort.			
Action Required		**Target Date for Completion**	**Date Action Completed**
I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.			
Internal Verifier signature		**Date**	
Assessor signature		**Date**	
Lead Internal Verifier signature (if appropriate)		**Date**	