



## Internal Verification Policy

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Version Control			
Previous Version	New Version	Date	Update/Notes
V02.1 (21-06-24)	V3	18-06-25	Added version control table. All other sections of the policy remain unchanged.

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## **1 Purpose of internal verification**

The College's internal verification (IV) policy ensures that while grading student assignments and providing feedback, all assessors follow valid, reliable, equitable, accurate, and consistent standards of assessment. The policy outlines the requirements for verifying the standards and quality of assessments and provides faculty with information about their obligations regarding internal verification. It also explains how these things are reviewed and changed as needed. It goes over the IV procedure, important staff responsibilities, sampling plan, connection to external assessment, and certification. The policy has also been created in accordance with the specifications of an external body or organisation such as Pearson and ATHE.

Internal verification (IV) ensures that the assessment procedure and results are in line with the framework for higher education standards and expectations for quality. IV enables the College to closely examine if assignment briefs are appropriate and serve the intended goal. It monitors and provides feedback to assessors on their assessment decisions across all units or modules being delivered. Through peer reviews of their assessment decisions and processes, it ensures that errors are found and fixed early on, prior to students receiving feedback and grades, and that assessors receive help and direction for quality improvement.

## **2 Scope**

The College assessors are responsible for internal verification of all assessments for the programme specifications provided by Awarding Organisations, such as Pearson BTEC HND, and ATHE Level 4 Programmes. The external examiner moderates the assessments, which are written, checked, and graded by the College.

### 3 Aims and Objectives

The College maintains that internal verification is essential to ensuring that the quality and standards of feedback and grading are regularly checked and enhanced as part of a continuous development process, which protects student learning and performance. The IV method ensures the following:

- The appropriate subject benchmark statements and the relevant level's threshold standard requirements are fulfilled.
- Learner achievement and the evaluation of academic standards are comparable throughout all units at every level.
- The appropriate assessment tools provide students with clear guidance on how to satisfy the learning outcomes.
- Assessment tools allow students the chance to surpass the minimum requirements for a passing grade and obtain merits and distinctions.
- All assessors apply the same, fair, and valid assessment standards and instruments to all students for the same learning outcomes.
- Holistic assessment methods are used when required by awarding organisations.
- The assessment tools are up to date; the tests offer level-appropriate educational challenges; and the assessments give students the chance to gain applicable skills.
- The learners receive assessment feedback that is appropriate in quality.
- Plans for the secure keeping of internal assessment materials work well.
- Effective management of access to assessment material.
- The assessors' judgements are accurate, reliable, and documented.
- Measures are implemented to reduce plagiarism.
- The work submitted by a student for assessment is their own work.
- Actions recommended or required by the External Examiner are executed.
- There is an effective system for monitoring the assessments.

## 4 The Internal Verification Process

The following procedures are designed to ensure that internal verification is applied consistently at the College.

### 4.1 Assessment Plan and IV

For every unit, an assessment plan which includes plans for internal verification needs to be prepared. The unit assessment plan should include the following:

- The unit's start and the end dates
- Formative assessment
- Summative assessment
- Resubmission deadlines
- Names of Tutors and IVs
- Dates for internal verification
- Dates when students should receive their feedback

See the assessment plan template below:

Assessment Plan								
Cohort Name			Year			Term*		
Unit Number & Title								
Assignment Title								
Learning Outcomes								
IV of Assignment Brief Date								
Assignment Handout Date								
Assessment Submission Date (Day 1)								
Interim Standardisation Date (Day 5)								
Assessor Completes Feedback (Day 14)								
IV Date (Day 21)								
Planned Resubmission Date** (Day 36)								
IV of Resubmission Date (Day 43)								
Assessment Board Date (Day 50 Plus)								
Assessor's Name								
Internal Verifier's Name								
Lead Internal Verifier's Name								
<p>*Term or Semester</p> <p>**Resubmissions must be authorised by the Internal Verifier. The learner must have met the initial deadline (or an agreed extension deadline) and authenticated their work. The resubmission date must be within 15 working days of the learner receiving the results of assessment.</p>								

## **4.2 Assignment Brief Internal Verification**

- It is important to carefully review assignment briefs and supporting assessment materials to make sure they adhere to the required standards and are credible, valid, and reliable.
- Each assignment brief needs to undergo internal verification prior to being given to students.
- The assignment brief is typically written by the college tutor/assessor and given to the internal verifier.
- The Internal Verifier reviews the assignment brief to make sure it is appropriate for its intended use and conforms with the requirements of the awarding body or organisation.
- The assignment brief is returned to the tutor/assessor by the internal verifier along with a completed IV Brief Form that specifies any necessary changes and offers guidance on how tutors and students should handle and understand the brief.
- After that, the assignment brief may be sent to the appropriate awarding organisation or organisation for review before being given to the students.

## **4.3 Staff Training**

There will be a staff training workshop provided by experience faculty such as the Lead IV or Programme Leader at the start of a term or semester. The workshop is mandatory for new teaching staff. The staff training session will cover relevant assignment briefs, grading criteria and methods of marking and assessment including how and when to give accurate, fair, and constructive feedback (formative and summative) that will inform the student about the strengths and limitations of their work.

## **4.4 Formative Feedback**

- Students are asked to submit work for formative assessment around the midpoint of the term or semester so that they can receive feedback prior to submitting work for summative assessment.
- Samples of formative submissions should be made available to the IV (e.g. on the College VLE).
- The IV meets assessors to discuss samples of formative submissions and what feedback should be given to students
- Feedback must be general and ungraded. If possible, tutors/assessors should give group rather than individual feedback on formative submissions to ensure that no student has unfair advantage from receiving more specific and detailed feedback than other students.

## **4.5 Interim Standardisation**

Before marking all summative assignments, assessors mark one assignment only and discuss it with internal verifiers in an interim standardisation workshop, to make sure everyone understands what is required for a Pass, Merit, and Distinction, and what feedback should be given to students.

#### **4.6 IV Sampling Strategy**

- A sample size will be chosen by the IV for every unit undergoing internal verification. The sample is as close as possible to the square root of the total number of assignments that need to be evaluated. For example, a minimum of three will be sample if there are 9-15 assignments submitted and a minimum of four if there are 16-24 submitted.
- Where possible, one Pass, Merit, Distinction, and Referred grade will be selected by the IV for verification.
- Whenever feasible, the assessor will choose pieces of work from distinct students for each unit rather than from the same student every time.
- Whenever feasible, the assessor will choose assignments from several courses rather than the same one for every unit.
- where sampling is required, the IV will exercise discretion, utilise a risk-based strategy, and may sample up to 50% of the population where the following holds true.
  - A unit has been taught for the first time.
  - A new mode of delivery was employed.
  - A newly hired tutor/assessor has marked the work
  - There is a relatively high percentage of non-submissions, referrals, or distinctions.
  - The qualification has been updated.
  - There are acknowledged issues with a certain unit.
  - It is acknowledged that there are issues with students.
  - It is acknowledged that there are issues with tutors.

#### **4.7 Feedback to Students Timeline**

- The tutor/assessor marks one assignment and this is discussed in the interim standardisation meeting within five days of the submission deadline.
- All student work must be assessed by assessors within two weeks of submission, and samples of the assessments must be validated by the IV one week later. This ensures that students receive verified feedback no later than three weeks following the deadline for submission.
- IV forms should be filled out by the IV giving the assessor developmental input. IV feedback is for the assessor only and should be shared with students.
- The Assessor may alter their feedback and marks before giving them to the students if the IV disagrees with their judgements. In these situations, the assessor will have to review all the assessment decisions to make sure they align with the IV's suggested adjustments.
- If the IV and Assessor cannot agree, the Lead IV will have the deciding vote. The decision made by the Lead IV will be final. After reaching a consensus, feedback is given to the students. If the assessor is required to remark assignments following IV decisions, students will be informed that their feedback may be delayed. Such delays will be kept to a minimum and no more the two weeks in extreme cases.
- All evidence, including Internal Verification Forms signed by the Assessor and IV, must be kept securely after the student leaves the College for a minimum of 3 years.
- The College checklists and forms filled out by the IV should be used and retained as evidence for External Examination and possible student Appeals.

## **5 Responsibilities**

### **5.1 Programme Leader**

- Manages the systems that standardise assessments and ensures that each assessor's work is sampled periodically.
- Monitors the consistency of assessment records.
- Offers guidance and advice to assessors, especially those who are new or inexperienced; their work should be sampled more frequently.
- Oversees the process of internal verification from assessment planning, verification of assignment briefs and assessments.
- Samples assessment materials.
- Communicates with external examiners and partner organisations as needed.
- Oversees faculty meetings.
- Oversees records of internal verification for external examination and evidence for any academic appeals.
- Supports the Head of Quality by executing enhancements for quality assurance systems and contributes to the Annual Academic Monitoring Review cycle (AAMR).

### **5.2 Quality Nominee**

For each awarding organisation, the College will appoint a Quality Nominee who:

- Communicates with the awarding organisation on all matters of quality in relation to the qualifications being delivered at the College
- Plans internal verifier and assessor training.
- Manages the internal verification system and process.
- Ensures student inductions are comprehensive.
- Coordinates external verification activity on behalf of the College.
- Supports the Head of Higher Education in managing student feedback, appeals and complaints.
- Supports the Head of Quality by executing enhancements for quality assurance systems and contributes to the Annual Academic Monitoring Review cycle (AAMR).

### **5.3 Exams Officer**

The Exams Officer is responsible for the administration of all student records including assessment and IV records as well as certification claims and records. The Exams Officer communicates with the awarding organisation on all administrative matters.



## 6 The Lead IV

The Lead IV oversees the following:

- The production of an assessment plan with dates and processes for internal verification
- Internal verification records are maintained
- Offering IVs and Assessors support and feedback to assist them in making decisions.
- Resolving disputes between Assessors and IVs.
- Ensuring that Assessors follow up on IVs' feedback and recommendations.
- Gathering paperwork for an audit trail of IV processes.

### 6.1 Internal Verifier's (IV) Responsibilities

The IV is responsible for making sure that assessors give students assignment briefs that meet the requirements of the Awarding Organisation. Unit briefs must contain:

- Classes and due dates for assignment submissions.
- Contextualised learning outcomes and assessment criteria using a relevant real-world scenario.
- Task(s) assigned that are intended to get students to provide comprehensive evidence at the necessary level.
- Suitable examples or case studies.

The following procedures need to be completed by the internal verifier:

- Check assignment briefs and complete assignment brief forms before tutors give them to students.
- Use the square root plus risk-based sampling technique when sampling assessed work for internal verification.
- Complete one group IV form and one individual IV form for each assessor and each unit
- Within a week of receiving the student work that has been assessed; provide the tutor/assessor with feedback/recommendations regarding the assessment and grading decisions.
- Provide reports on the verification of assignment briefs and assessments of student submissions for tutors/assessors, to the Programme Leader, Head of Higher Education, Assessment Committee, and the Academic Board.

### 6.2 Assessor

- Contributes to the creation of assessment materials.
- Arranges the assessment procedure with the Programme Leader.
- Assesses student submissions against relevant standards and renders decisions.
- Completes assessment records.
- Communicates with IVs and other assessors and takes part in internal and external examination meetings.
- Assessors may also be internal verifiers for other assessors

## 7 Responding to External Examination

The College's **Quality Nominee** and **Exams Officer** communicates with the relevant awarding organisation to follow External Examination processes as required. This includes the following:

- Coordinating external verification activity for the College and making sure the EE is provided with everything they require for external Examination in timely manner.
- Ensuring that staff and students are available for EEs to meet during visits.
- Ensuring that all recommendations and essential actions in External Examiner and Academic Management Reviews are understood and implemented by the whole academic team at the College.

## 8 Claiming certification

Only following a meeting of the Assessment Committee may certificates be claimed. Two members of the Academic team, the **Quality Nominee**, and the **Exams Officer**, must be present to make certification claims once certification has been accepted. While the other member verifies the grades on the tracking sheet, the other person submits the claim online.

## 9 Chart with Reporting Lines

