Internal Verification and Quality Assurance Policy

Policy no:	2.6
Version date	23-09-2025
Approved by	Academic Board
Policy Group	Academic Management
Version number	V4
Next review due	September 2026
External reference points	Pearson (Edexcel) and ATHE

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.
V3	V4	29-09-25	Key updates to the Roles and Responsibilities of the Quality Nominees/Quality Assurance Coordinator, Exams Officer and Programme Leader for Pearson and ATHE Programmes. Changed policy title to include ATHE IQA designation.

Contents

1   Purpose of internal verification

Trent Education Centre (TEC) requires an internal verification (IV) policy to ensure 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 TEC 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

This policy covers internal verification of assignment briefs and assessment decisions and feedback for higher education programmes at TEC. If an awarding organisation has specific requirements in relation to internal verification, such as the Pearson awarding organisation, the awarding organisation and their requirements have been referred to and explained in detail.

3   Aims and Objectives

TEC maintains that internal verification is essential to ensure 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 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 pass 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.
- Internal assessment materials are kept securely
- 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 TEC.

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								
*Term or Semester **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.								

4.2   Assignment Brief Internal Verification

All assignment briefs written by TEC staff need to be internally verified in detail by the Internal Verifier assigned for the particular unit of module.

For some units or modules, an approved assignment brief may be provided by the awarding organisation and TEC staff will not need to create the assignment brief. However, the TEC Programme Leader and/or Unit/Module Leader may propose amendments to scenarios in the assignment brief, without making further substantive changes, to ensure it meets the specific requirements of a particular cohort of students. Also, course start, submission and resubmission dates as well as Tutor/Assessors will vary for each cohort and need to be internally verified. Approved assignment briefs provided by awarding organisations, therefore, are internally verified but not to the same level of detail that assignment briefs created by TEC staff.

When verifying assignment briefs created by TEC staff the following applies:

- The assignment brief is typically written by a TEC tutor/assessor and passed to the internal verifier before the classes for the relevant unit or module begin.
- The Internal Verifier reviews the assignment brief in detail to make sure it is appropriate for its intended use and conforms with the requirements of the awarding body or organisation.
- 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.
- 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, if necessary, be sent to the appropriate awarding organisation for review before being given to the students.

4.3   Staff Training

TEC will provide staff training workshops delivered by experienced faculty such as the Lead IV or Programme Leader at the start of a term or semester. The workshop is mandatory for all 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 TEC 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 an 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 different 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 if any of the following checklist holds true.

New unit	A unit has been taught for the first time.
New mode	A new mode of delivery was employed.
New tutor	A newly hired tutor/assessor has marked the work
High non-submissions	There is a relatively high percentage of non-submissions, referrals, or distinctions.
Updated qualification	The qualification has been updated.
Unit issues	There are acknowledged issues with a certain unit.
Student issues	It is acknowledged that there are issues with students.
Tutor issues	It is acknowledged that there are issues with tutors.
Results	The results profile of a unit or module differs from the results profile of other units (e.g. no merits or distinctions, or higher failure rate)

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 complete in full by the IV giving the assessor developmental input. IV feedback is for the assessor only and should **NOT** 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 make the final decision on the grade to be awarded. 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 Than 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 TEC for a minimum of 3 years.
- TEC checklists and forms filled out by the IV should be used and retained as evidence for External Examination and possible student Appeals.

5   Staff Responsibilities - Pearson Programmes

5.1   Quality Nominee[1] or Quality Assurance Coordinator[2]

Centre Coordination
- Serves as the single liaison and point of contact with the awarding organisation for quality processes
- Ensures that the Exams Officer meets the awarding organisation requirements and deadlines for the registration, entry and certificate claims for students.
- They confirm that registrations/entries have been received from the awarding organisation and candidate enrolment numbers are checked.
- They ensure that all required registration and evidence of achievement for students are released to other centres if student transfer to them.
- They ensure that the Exams Officer stores certificates securely and issues them to candidates appropriately.
- They ensure that all staff responsible for teaching and assessment are the required qualifications and experience and regularly participate in continuous professional development (CPD) activities designed to ensure continuous improvement.
- Coordinates with the Pearson External Examiner (EE) or ATHE External Quality Assurance (EQA) visits and ensure that staff discuss EE or EQA reports and implement their action plans according to agreed deadlines.
- Serves as the main point of contact for Annual Academic Monitoring Reviewer conducted by awarding organisation reviewers.
- Ensures student inductions are comprehensive.

Quality Assurance Oversight
- Manages the Pearson internal verification (IV) or ATHE internal quality assurance (IQA) system and process.
- Ensures Pearson assessment and IV practices or ATHE assessment and IQA practices meet Pearson or ATHE standards
- Supports standardisation and consistency across the programmes
- Plans assessor and IV/IQA training.

Strategic Leadership
- Promotes continuous improvement in teaching, learning, and assessment
- Advises the Executive Principal and Head of Quality on quality-related risks and opportunities
- 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).

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[1] Designation for Pearson Programmes
[2] Designation for ATHE Programmes

5.2 Exams Officer

Administration of Assessments
- Registers students for qualifications and units withing the awarding organisation's deadlines
- Manages scheduling of assessments and/or exams, and submission of results
- Ensures secure handling of exam papers and controlled assessments

Compliance with Regulations
- Maintains adherence to awarding organisation policies and JCQ (Joint Council for Qualifications) guidelines
- Coordinates with invigilators and ensures proper conduct during exams

Communication Hub
- Acts as the main liaison between the centre and the awarding organisation for exam-related matters
- Disseminates updates, deadlines, and procedural changes to staff and students

5.3 Programme Leader

Oversees Assessments
- 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.

External Examination
- Works with the Exams Officer to Prepare for External Examination visits
- Maintains records of internal verification for external examination and evidence of any academic misconduct or academic appeals.

Faculty Meetings
- Chairs standardisation meetings
- Chairs course committee meetings.

Quality Assurance
- Supports the Head of Quality by executing enhancements for quality assurance system
- Contributes to the Annual Academic Monitoring Review cycle (AAMR).

6   The Lead Internal Verifier (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 Internal Verifiers.
- 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)[3] or Internal Quality Assessor (IQA)[4] 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:

- Details of classes, tutor/assessor, start date, submission and resubmission dates
- Contextualised learning outcomes and assessment criteria using a relevant real-word scenario.
- Task(s) assigned that are intended to enable 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, and Head of Higher Education, who will provide reports to the Assessment Committee, and to the Academic Board.

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[3] Designation for Pearson Programmes
[4] Designation for ATHE Programmes

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 EE's [5] and EQA's[6]

TEC's **Quality Nominee[5]** or **Quality Assurance Coordinator**[6] and **Exams Officer** communicates with the relevant awarding organisation to ensure the External Examination processes are followed as required. This includes the following:

- Coordinating external verification activity for TEC and making sure the External Examiner (EE)[5] or Eternal Quality Assurer (EQA)[6] is provided with all the materials they require to carry out their role.
- Ensuring that staff and students are available to meet EE's or EQA's during their visits.
- Ensuring that all recommendations and essential actions in External Examiner and Academic Management Reviews are understood and implemented by the relevant course team at TEC.

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.

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[5] Designation for Pearson Programmes
[6] Designation for ATHE Programmes

9   Chart with Reporting Lines

Leadership

Head of Centre
Quality Nominee
Quality Assurance Coordinator

Awarding Organisation

Programme Leader

Exams Officer

Delivery

Tutor Assessor IV or IQA

Tutor Assessor IV or IQA

Admin Officers