

Internal verification policy for non-academic courses

A) Internal Verification - Aims:

- To ensure that internal verification is valid, reliable and covers all assessors and programme activity.
- To ensure that the internal verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, to ensure centre programmes conform to national standard requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised internal verification documentation.
- Use the outcome of internal verification to enhance future assessment.

This policy applies to Edexcel BTEC, Gateway, NCFE and ASDAN courses delivered in the centre.

B) Roles

Head of Centre	Exams Officer	Quality Nominee	Assessors	Internal Verifier
Laura Ives	Nicola Maker / Lisa Lincoln	Tim Humphreys	Subject Teachers	Tim Humphreys Subject Teachers

The Assessor: The role of the Assessor (appropriately qualified subject teacher) is to

- a) Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their vocational courses.
- b) 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.
- c) Encourage students by giving detailed feedback and guidance on how to improve work.
- d) 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.
- e) Mark and return drafts within two weeks of submission.
- f) Adhere to the Awarding Body's specification in the assessment of student assignments.

- g) Record outcomes of assessment using appropriate documentation. 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.
- h) 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.
- i) Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner for transfer to the awarding body.

The Lead Internal verifier

- a) The Lead Internal Verifier is at the heart of quality assurance on vocational programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- b) Each course will have an identified Internal Verifier (IV) who is not otherwise involved in the assessing or setting of work for the course.
- c) Internal Verifiers will have the knowledge and qualifications relevant to the 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.
- d) Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through meetings of Internal Verifiers and Quality assurance at which standards and processes are discussed to maximise consistency between courses.

The role of the Lead internal Verifier: The internal verifier will

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

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 vocational programme or across different vocational programmes e.g. see schedule for joint dates.

C) How does internal verification work at Medeshamstede Academy?

Internal verification of assignment briefs

All 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
- Equal opportunities are acknowledged and incorporated.

At Medeshamstede Academy each 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 for 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.

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Review 3: Nov 2020

Internal verification of assessment decisions

- A sample of assessed work in every unit and every assignment must be internally verified to check the accuracy of assessment.
- 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 refers to the following:
 - the criteria awarded?
 - Feedback linked to relevant grading criteria?
 - Opportunities for improving performance?

D) Authentication of Candidate's Work

- On each assignment students must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the QN, who must proceed in accordance with the School's malpractice policy.