



Internal Verification Policy

East Birmingham Community Forum (EBCF)

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Introduction and Aim

This policy aligns with the EBCF Quality Cycle, ensuring that internal verification activity contributes to monthly themes, annual priorities and organisational improvement targets.

Internal moderation/verification (and second marking) seeks to ensure that all learners have access to fair and accurate assessment and that assessment practices are consistent, transparent, valid and reliable and meet the requirements and standards of awarding bodies.

This strategy aims to provide clear guidance and a framework to enable greater consistency of assessment practice and standards within the college's education programmes irrespective of subject discipline. The strategy is concerned with both assessment materials and assessment decisions.

It has been developed with reference to Precept 2 of section 6 of the QAA Code of Practice, which states that institutions should: "publicise and implement principles and procedures for, and processes of, assessment that are explicit, valid and reliable", and also with reference to Precept 7 which states that institutions should: "have transparent and fair mechanisms for marking and for moderating marks".

It is important that internal moderators/verifiers or second markers have qualifications, experience and knowledge relevant to the assessment and verification of the qualification they are verifying. It is the responsibility of the programme team leader (in consultation with the divisional lead manager) to exercise professional judgement in selecting competent internal moderators/verifiers/second markers.

Internal Quality Assurers will monitor all assessment decisions to ensure that they are based on evidence presented by the learner that is valid, reliable, authentic, current and sufficient and that meets the requirements of the appropriate Awarding Body or Examination Board.

Internal verification will evaluate how effectively curriculum intent is understood and enacted, how well learning is sequenced, and the extent to which learners know more, remember more and can do more over time. IV activity will align with Ofsted's expectations for curriculum quality, behaviour and attitudes, personal development and leadership and management.

1. Responsibility

The Internal Quality Assurer is responsible for:

- Ensuring that Training Advisors are eligible to deliver in accordance with Awarding Body guidelines
- Ensuring Training Advisors receive the relevant support to achieve consistency in their assessment decisions.
- Regularly sampling assessment decisions and judgements made in relation to the evidence presented
- Ensuring Training Advisors are provided with clear constructive feedback on the judgements they have made on evidence presented, the outcomes of assessment decisions and the record keeping methods they adopt.
- Where appropriate Training Advisors are assisted with arrangements for learners who have special assessment requirements
- Assistance is given to Training Advisors where a learner may dispute the outcome of an assessment decision.
- There are adequate opportunities for Training Advisors to meet and discuss the quality assurance arrangements surrounding the qualifications they are offering.
- Training Advisors are fully up to date with Awarding Body requirements.
- Complete and up to date records showing judgements of evidence, observation of Training Advisors, assessment decisions and candidate sampling records are maintained, as appropriate.

- Training Advisors are provided with accurate advice and support to enable them to meet their training and development needs
- Information is stored securely and disclosed only to those who have a right to it.
- Internal Verifiers will check the authenticity of digital evidence, including work submitted through online platforms. IVs will ensure that AI-generated content, fabricated evidence or work completed by third parties is not accepted as valid assessment evidence. IVs will also ensure that online assessments are secure, accessible and compliant with awarding-body requirements.
- Internal verification will include curriculum assurance checks to ensure that assessment practice reflects curriculum intent, supports sequencing, embeds English, maths and digital skills, and aligns with local and regional skills needs.
- Internal Verifiers will ensure that reasonable adjustments and access arrangements are applied correctly, supported by evidence and do not compromise the validity or reliability of assessment. IVs will check that assessment practice is inclusive and supports learners with SEND or additional needs.
- Internal verification will consider safeguarding within assessment practice, ensuring that assessment environments are safe, learners feel supported and safeguarding themes are embedded appropriately within delivery and assessment.

The Quality Manager is responsible for ensuring that internal verification activities and procedures are standardised across board and that Internal Quality Assurers are appropriately trained and qualified to carry out their role. The Quality Manager will ensure that internal verification is included as part of the annual cycle of quality audits. Internal verification will also form part of the observation strategy. The percentage of IQA's that will be observed on a termly basis will be determined in the annual observation strategy. The Quality Manager will evaluate the outcome of the observation and feedback to the Quality Team and Heads of Services.

The Head of Quality is responsible for reporting all internal verification within the team to board level on a monthly basis.

Programme handbooks should provide a clear summary of the programme's approach to assessment and internal moderation, usually in the programme specification.

2. Internal Verification Stages and Activities (Timescales are subject to modification dependent on start dates of units and delivery models)

It is important to note that the key functions of internal moderation/verification described below may be carried without a designated "internal verifier". For example, staff may be paired to review assignment briefs and a representative sample of summative assessments may be subject to a rigorous process of double marking.

Timescale	Internal Moderation/Verification Activities
October/November	Tutors allocated to units/modules. Internal moderator/verifier identified by Curriculum Lead Manager.
	Internal verifier holds standardisation meetings to review assignment briefs before briefs are issued to students
	Establish internal verification sampling plan
	Establish schedule of standardisation meetings
December/January	On-going monitoring and checking completion by students

	Internal verifier samples assessed work as per sampling plan and completes IV reports
	Complete final sampling and standardisation
	Prepare all documentation for EE/EV visit.
	Review and evaluate IV process
January – end April (inc)	Continue to sample assignments/assessed pieces of work on both a formative and summative basis as per sampling plan
	Hold standardisation meetings on a quarterly basis – as part of team meeting/staff meetings

2.1 Sampling Strategy

2.1 A representative sample of students' assessed work should be selected taking into account, as appropriate:

- **Units** – samples of assessed work to be drawn from all the units forming part of the programme in any one term/semester/year
- **Students** – demographic factors – i.e. age, gender, ethnicity, disability
- **Tutors** – experienced/inexperienced tutors – a larger proportion of inexperienced tutors' assessments should be sampled
- **Centres** – assignments/assessed pieces of work to be sampled across all sites delivering the same programmes.
- **Modes of study** – full/part-time/fast track/top up
- **Assessment methods** – assessed work should be selected across the full range of assessment methods being used – i.e. assignments, case studies, projects, group work, presentations, practical exercises etc.

All sampling within the sampling plan for a particular cohort must be undertaken by the assigned internal moderator/verifier or by a rigorous double marking process.

2.2 The selected samples of student work should be reviewed with regard to:

- **Method of assessment** – to check that the method of assessment is appropriate to the learning outcomes
- **Learning outcomes** – to check that all learning outcomes have been met
- **Assessment criteria** – to check that all assessment criteria have been covered
- **Grades** – to check that assessment grades accurately reflect the quality of student work
- **Feedback** – to check that tutor feedback provides a clear rationale for assessment decision and constructive advice to student

2.3 The five appendices attached to this document consist of a checklist and pro formas that will assist moderators/verifiers in keeping consistent and clear sampling and moderation records. They may be modified as necessary for the needs of particular programmes.

All internal verification judgements will be triangulated using multiple evidence sources, including learner voice, OTLA outcomes, work scrutiny, progress data, employer feedback and assessor interviews. This ensures that IV decisions are accurate, reliable and reflective of the full learner experience.

Internal verification will ensure compliance with WMCA funding rules, including timely assessment, accurate evidence of learning, avoidance of end-loading and full audit trails for all assessment decisions.

Internal verification will include sampling of digital portfolios, online submissions and remote assessments to ensure that assessment decisions remain valid, reliable and consistent across all delivery modes.

Tutor Qualifications

Name	Qualifications	Levels can Teach	Location

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INTERNAL VERIFICATION – ASSIGNMENT BRIEF			
Programme title			
Assessor		Internal Verifier	
Unit Number and Name			
Assignment title			
Assessment criteria targeted by this assignment brief			
<p>Is this an Authorised Assignment Brief published by Pearson? If so, has it been amended by the Assessor in any way? Please give details.</p> <p><i>(Please answer the questions marked * in the checklist only)</i></p>			
<p>Has this assignment been submitted to the Assignment Checking Service? <i>(If Yes, please keep a copy of the ACS feedback with this form)</i></p>			
INTERNAL VERIFIER CHECKLIST			Y/N

Are the programme and unit details accurate?				
*Are clear deadlines for assessment given?				
Is the time frame of an appropriate duration?				
*Is there a suitable vocational scenario or context?				
Are the assessment criteria to be addressed stated accurately?				
Does each task show which criteria are being addressed?				
Do the tasks meet the assessment requirements of the unit/s?				
Is it clear what evidence the learner needs to generate?				
Is it likely to generate evidence that is valid and sufficient?				
Overall, is the Assignment fit for purpose?	<table border="1"> <tr> <td>Yes</td> <td></td> <td>No</td> </tr> </table>	Yes		No
Yes		No		
<p><i>*If 'No' 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 and that the Assignment Brief is authorised for use before the brief is issued to learners.</i></p>				

Action required: <i>(If none then please state n/a)</i>	Date to be Completed	Completed
General Comments (if appropriate)		

Assignment Brief Authorised for use			
Internal Verifier signature		Date	
Assessor signature		Date	
Lead Internal Verifier signature (if appropriate)		Date	

Internal Verification Assignment Report

Student's Name:

Programme Title: **Year:**.....

Mode of Study: Part time Full-time Fast Track

(circle as appropriate)

Method of learning: Classroom Online Other (Circle as appropriate)

Unit: **Tutor/Assessor:**

Please place tick as appropriate

Method of Assessment	<i>Tick here</i>	Assessed by:	<i>Tick here</i>	Evidence	<i>Tick here</i>
Written task		Tutor		Composition	
Presentation		Peer assessment		Artefact	
Project		Self-assessment		Video	
Group Activity		Witness		Audio	
Case Study		Other		Observation	
Performance				Design Sheets	
Role play				Log Books	
Practical				Other	
Other					

For completion by the Internal Verifier

	Yes	No
Is the method of assessment appropriate to the learning outcomes?		
Is the evidence adequate to address the learning outcomes for this assessed piece of work?		
Have all the assessment criteria been met by the student?		
Do you agree with the grade awarded?		
Is feedback clear and constructive?		

If No, what needs to be covered in order to meet outcome?

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Comments:

Strengths:
Need to improve:

<i>Name of Internal Verifier:</i>	<i>Date</i>
<i>Signature of IV:</i>	

INTERNAL QUALITY ASSURANCE REPORT

COURSE:

Assessor/Tutor:

IQA:

Date:

List of candidates been sampled:

.....

.....

Topic	Yes/NO	Comments
The assessment methods for the unit/s are appropriate and comply with any requirements stipulated by OCNWM.		

<p>The assignments/tasks are clearly presented so that the learners know what is being asked of them and what evidence they need to produce.</p>		
<p>The actual OCNWM units are included or readily available to the IQA/IV</p>		
<p>The evidence is authentic, clearly reflecting the work of the individual learners, particularly where any group work has taken place.</p>		
<p>The evidence is adequate, being detailed and complex enough to match the level of the unit.</p>		
<p>The evidence is sufficient to show that all the criteria have been achieved at the appropriate level.</p>		
<p>The evidence is valid, being relevant to the criteria of the unit/s.</p>		
<p>The feedback from Tutor/Assessor to learners is appropriate, clear, focused (relating to the assessment criteria) and constructive.</p>		

Overall comments

IQA


Development Points

Signature:

Date:

Assessor Signature:

Date:

		
INTERNAL QUALITY ASSURANCE REPORT		
FINAL IV REPORT		
Tutor Name:		
Awarding Body: Edexcel	Award:	Sampled units: Assessment
	IQA:	Date:
LEARNER NAME		

LEARNER NUMBER	
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Course	Tick course audited
Assessment title	
Strengths	
Need to improve:	

INTERNAL QUALITY ASSURER AUTHORISATION			
QCF – sampled and signed off	Yes	No	Reasons if no:
BTEC- sampled and signed off	Yes	No	Reasons if no:
ERR- sampled and signed off	Yes	No	Reasons if no:
FUNCTIONAL SKILLS	Yes	No	Reasons if no:
ACE form completed	Yes	No	Reasons if no:
FRAME WORK CAN NOW BE CLAIMED	Yes	No	Reasons if no:



Internal Moderation Sampling Plan of Units/ Modules

Qualification/Level

Year

Programme Start Date

Programme End Date

Internal Moderator

Assessment/Site Location	Assessor Name	Candidate Name	IV Date		Unit	Assessment decision or observation of performance	IV Signature
			Planned	End			

Internal Verification Strategy Including Remedial Action Arrangements

The duties of the Internal Quality Assurance Verifier are detail in the relevant job specification.

In general, the IQA Verifier is responsible for ensuring that Centre and workplace procedures meet quality assurance standards that are in line with the national and legal requirements.

The IQA Verifier is also there to provide support for assessors, particularly trainee assessors, and to obtain the views of the candidates on the quality of training being provided.

The role also involves the preparation of sampling plans, including observations of assessors at least once per year and to provide them with feedback. Trainee assessors should be observed more often. The IQA Verifier is also responsible for sampling the progress of candidates and their portfolio or other evidence.

The IQA Verifier should see that standardisation team meetings are held regularly, and that feedback is provided to members. The Senior Management team should also be informed of strengths and weaknesses in the assessment process. Identified steps to improve any weaknesses should be agreed and acted upon by a target date. The IQA Verifier should see that minutes of meetings are kept and that any action points are carried out.

The IQA Verifier should disseminate any information from the Awarding Body or QCA and this should be discussed and interpreted at meetings. They should also ensure that signatures of trainee assessors are countersigned and should keep a record of all IQA decisions and recommendations carried out for each candidate. All records should be available for examination by the External Standards Verifier on their next visit, when the IQA Verifier should also be present.

Evaluation of the IQA Verifier activity will take place annually or more often, through an evaluation form provided for all involved in the assessment process. Results will be shared with the Verifier and any development points to improve quality assurance will be discussed.

Data Protection Act 1998

We will ensure that all information collected as part of the Recruitment and Enrolment procedure will comply with relevant legislation and, regarding data protection, by gaining learners signed permission to collect and share information with appropriate others and keeping records in secure files accessed by named individuals only. All such data will be held for 3 years in accordance with the requirements of Open College Network West Midlands.

Equality of opportunity legislation

We will ensure that all our activities comply with the relevant legislation with regards to equality of opportunity, which is:


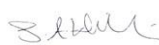

- The Equality Act 2010
- Human rights Act 1998



Review

The Head of Quality and the Senior Team will review this policy annually

Version Control

Version	Description of Change	Author	Date	Approved by
1.0	First version	S.Carragher	May 2022	S.Johnson
3.0	Version 2.0	S.Khan	July 2023	
4.0	Version 3.0	S.Khan / J.Hall	July 2024	
4.0	Version 4.0	S.Khan / J.Hall	January 2025	
5.0	Version 5.0	S.Khan (HR)	January 2026	S.Etheridge (Head of Quality)