



Internal Verification & Assessment Policy

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1 Purpose of this document

This policy is to support the continuous improvement of assessment by putting the achievement of Learners at the heart of the assessment process and to provide guidelines for staff and Learners about their responsibilities within the process. The College aims to ensure best practice is embedded and maintained in assessment and in internal and external verification.

The College will make every effort to ensure through its Quality Assurance and Improvement systems/procedures that Learners are able to achieve their qualification aims to the maximum of their ability and potential, supported by high quality assessment processes, and effective, timely feedback.

2 Coverage

Assessment, Internal and External Verification

3 References

This policy references and encompasses the key aims and outcomes of the Joint Council for Qualifications Suspected Malpractice / Maladministration in Examinations and Assessments policies and procedures. **Please see <http://www.jcq.org.uk/exams-office/malpractice>**

4 Learner assessment entitlement

All Learners are entitled to receive assessment that is fair, rigorous, regular and appropriate for the courses and programmes being followed. It must also be ensured that assessment, verification, standardisation and moderation procedures are in accordance with awarding body requirements.

Learners are entitled to assessment that will be used in planning learning and in monitoring Learner's progress. It will be sensitive to the needs of individual Learners, and reflect the context in which learning takes place, as well as where achievement is recorded and accredited.

5 Assessment principles

1. Assessments are designed to enable Learners to demonstrate achievement of the standards required by the units and elements of their programme.
2. Support, where appropriate, is offered to Learners to enable them to meet the required standard by providing equality of access to assessment, and through additional tutorial or learning support where individuals require this to progress with their programme of study.
3. Special access arrangements for assessment may be made in accordance with the awarding body, where appropriate, and where prior agreement has been made with the Internal and/or External Verifier as appropriate.
4. Clear guidelines are provided for assessors and Learners, both in the operation of formative assessment (on-programme), summative assessment during/at the end of the programmes, and in the feedback of assessments to Learners, to enable them to plan and regulate the effectiveness of their own learning.

As such Lambeth College operates an assessment policy which:

1. Aims to provide fair, timely and informed feedback and assessment for all Learners.
2. Complies with the examination and assessment regulations of accredited awarding bodies.
3. Includes a written procedure for appeals against unfair assessment and/or refers to the awarding body/partners appeals procedure
4. Provides reference to an inclusion of the Joint Council for Qualifications Suspected Malpractice / Maladministration in Examinations and Assessments procedures.
5. Entitles all Learners to access initial and diagnostic assessment and appropriate follow-up learning support.
6. Assesses the support needs of all Learners at entry and feeds back into on-programme tutorial support.
7. Seeks to identify and to offer support to any Learners with special learning support needs or learning difficulties.

6 Assessment guidelines

The College's responsibilities in the assessment process: The

College aims are:

1. To provide all Learners with an outline of their programme assessment requirements together with a clear explanation of the assessment requirements of their awarding body.
2. To provide all Learners with a copy of an annual / termly assessment schedule as appropriate.
3. To ensure all assessments will be accompanied by a briefing sheet, which clearly states the criteria for successful completion of the assessment, and the marking and feedback arrangements.
4. Where appropriate, to ensure all processes of formal/summative assessment related to external awarding bodies' requirements, will be supervised by the College's examinations and MIS section, which will maintain records of registrations and individual achievements of Learners.
5. To provide opportunities to meet the final assessment standards during the formative period of assessment.
6. To ensure assessors and internal quality assurers (internal verifiers) have the experience and vocational qualifications to meet the awarding body requirements. Assessors in training will have their decisions countersigned by an approved assessor.
7. To ensure sufficient assessments will be sampled through internal quality assurance / verification and external examiner process, to meet awarding body requirements.
8. To provide clear and effective feedback from all assessments within 2 weeks to Learners (3 weeks for Access to HE). This will be provided on a feedback sheet or audio recording e.g. (turn it in) including marks/grades, written feedback and action planning, and developmental feedback for improvement, as specified by the awarding body.
9. To ensure internal and external moderation of standards takes place regularly, and in a timely manner, using learners' assessed work/portfolios, to meet the requirements of awarding bodies. The College aims to ensure appropriate standardisation of assessment and consistency by all staff involved within the assessment process.
10. To provide equipment and resources to support assessment, which will be maintained at a level to meet current awarding body requirements.
11. To provide reasonable opportunities to be re-assessed (as allowed by the awarding body), or to appeal against an assessment decision as appropriate.
12. Where applicable provide tutorials and/or regular reviews of the Learners' individual progress which incorporate constructive feedback from all relevant staff involved in assessing a Learners' progress against their individual training and assessment programme. The Programme / Course Leader and Learning development coach, LDC (responsible to the Curriculum Manager/ Head of Faculty) will provide an overview of each Learner's overall progress

against targets for assessment and will be responsible for reporting progress or improvement issues to the learner, and / or parents / employers if appropriate.

13. To provide regular and constructive reporting of both actual formative training for assessment and predicted summative assessment outcomes to parents and employers, as appropriate.
14. To ensure all College staff involved within a process of assessment will be provided with sufficient information and training and have recent industrial experience as appropriate to meet an awarding body's requirements.
15. To ensure all appropriate staff involved in assessment and internal verification practices fully implement the College's policy and guidelines regarding assessment.

7 The Learner's responsibilities in the assessment process:

The Learner is required:

1. To attend all classes and tutorials punctually, and to produce work for formative assessment or for submission to an awarding body, as required by the assessor. This should be produced to a timescale stipulated within the assessment and training programme. This is available in the course handbook via Moodle (alongside the Scheme of Work for the course) on the Learner intranet.
2. To provide coursework and/or portfolio evidence for inspection by the Assessor / Course Tutor /Curriculum Manager / Head of Faculty, and Internal /External quality assurers/verifier(s) on request.
3. To provide coursework and/or portfolio evidence that is self-certified as their own work clearly evidencing sources.
4. To undertake placement/residential commitments as required by course guidelines.
5. To attend examinations, assessments (including IQA and EQA/EV visits) and submit work as required for assessment.
6. To provide the assessor with documented evidence or medical confirmation where you are unable to meet an assessment deadline at least 2 days before the assessment deadline. If for some reason this is not possible then the latest is 7 days after the assessment deadline or date of exam or assignment, unless otherwise stated by Head of Faculty. The form should detail exceptional personal circumstances which may have affected performance or require deadlines to be extended.
7. If the Learner is found to have misled or attempted to gain unfair advantage including using plagiarism, assessors have the authority to deem the learner to have failed part or all the assessment and to determine whether the learner will be permitted to be reassessed. Cases of plagiarism or malpractice must be sent by the Teacher/Assessor to the Course/Programme leader /Curriculum Manager, Head of Quality and Head of Faculty.

8. Course teams, Curriculum Managers and Heads of Faculty along with exams are responsible for ensuring Learners are registered with the awarding body and/or their examination entry by completing the required information and ensuring the exams department register the learners correctly. Learners will need the CM / HoF/ signature for entries.
9. In public examinations, learners should be in the exam room 10 minutes before the exam is due to start.
10. To declare any learning difficulty that may require exceptional support in an exam or assessment situation at the outset of the programme of study or 15 working days prior to the assessment, so that support may be put in place.

8 Assessment of prior learning (APL)

This Policy applies when:

An applicant or existing learner wishes to gain credit towards a College award on the basis that they have prior certified or experiential (normally work-based) learning relevant to the programme concerned.

or

A learner wishes to transfer programmes internally and believes that credits already studied at the College are relevant to the new programme.

The College will assess applications for accreditation of prior learning and how that credit will be treated when assessing College awards, in accordance with the principles below.

General principles

Assessed Prior Certificated Learning (APCL) credits are awarded for previously assessed and certificated learning from another FE College or Learning Provider where a professional body confirms the achievement of credits already gained.

Assessed Prior Experiential Learning (APEL) credits are awarded for assessed learning through experience in the workplace or elsewhere that is relevant to the specific programme of study. This must be fully evidenced.

Assessed Prior Learning (APL) is the generic term used to describe BOTH Assessed Prior Certificated Learning (APCL) and Assessed Prior Experiential Learning (APEL).

Applicants should normally apply for any APL credit as part of the admissions process. However, credit may be awarded retrospectively at the discretion of the relevant Head of Faculty in agreement with the awarding body. Where an application for assessment of prior learning is received after the applicant has registered for a programme, the College reserves the right not to consider that application.

Credits will be awarded at the discretion of the College for previous certificated or experiential learning which is deemed to be equivalent to the learning outcomes of individual modules or some or all the learning outcomes of programmes of study.

The decision to award APL credit is an academic judgement and the College reserves the right to reject applications for the award of such credit where, in the judgement of the relevant staff and experts in the programme area deem there is insufficient evidence that the applicant's prior learning is adequate and relevant to the module and/or programme. The College also reserves the right not to award the full amount of credit that has been awarded by another institution for learning undertaken elsewhere.

Credit is awarded to those Learners who have demonstrated their achievement of specified learning. Learners applying for assessment of prior experiential learning will need to be able to demonstrate, via a specified form of assessment, the learning gained from their prior experience.

The award of APL credit against an individual module exempts a learner from taking the summative assessment for that module. It does not exempt the learner from any other components of the programme unless specifically stated.

Professional or awarding bodies may specify restrictions in the amount of APL credit that may be awarded on an accredited programme.

Assessed prior certificated learning (APCL)

Any application for assessment of prior certificated learning should be accompanied by relevant documentation. This will normally include a transcript from the institution concerned confirming any results received by the applicant. The College may request additional documentation to satisfy previous learning has been evidenced and meets the learning outcomes of the module and / or programme.

Credit for learning previously undertaken may not be awarded at a higher level than that which it was studied at, (e.g. a learner with credit from another institution at level 2 may not be awarded APL credit for this module at level 3 or above).

Credit from prior learning can be at a higher level than that required (e.g. a learner could use credit from Level 3 against Level 2 requirements), if the unit specifications and assessment criteria are the same.

APL credit will not normally be awarded towards a given module for a module that has been failed, condoned or compensated.

Methods for assessing prior experiential learning will be devised by the relevant programme of study, the assessor and the manager for the area.

9 Plagiarism & Malpractice

Plagiarism within formative or summative assessment is treating as extremely serious and action by the College will be taken.

To prevent incidents of plagiarism by learners of published or non-published work produced by others, there will be a requirement for Learners to make an appropriate acknowledgement or reference to their sources within the essay or assignment, and to sign a declaration that the work is their own. This applies to text or Internet sources.

For malpractice identified in learner or staff practice the College will additionally follow the guidelines set out in the Joint Council for Qualifications Suspected Malpractice in Examinations and Assessments policies and procedures: <http://www.jcq.org.uk/exams-office/malpractice>

10 Appeals procedure guidance

The Appeals Procedure Policy can be found on the College /Staff Intranet Pages and Quality systems

1. It is the responsibility of the College to make all Learners aware of the assessment appeals procedure during the induction period.

It is an awarding body requirement as a condition of approval that a learner may challenge assessment outcomes. If the learner feels that the College has not acted in an appropriate way, the concern must be made firstly to the College and only if this process is unsatisfactory then to the awarding body.

2. Assessment of learners is a continuous process on all programmes with constructive feedback given throughout the assessment period.
3. At the stage that assessment feedback is given, a dated record of the outcome should be made signed by both assessor and learner. There must be a copy for the College records and the learner.

The informal appeals procedure:

1. If the learner disagrees with the assessment outcome, the learner is expected to explain the basis of the disagreement to the assessor at the time of the feedback session. Such 'discussion' does not constitute a formal appeal.

2. If after such feedback the disagreement has not been resolved, both assessor and learner should request guidance from the Programme Manager and Lead Internal Verifier.
3. The Lead Internal Verifier (IV) samples assessments at regular intervals and advises on their reliability. The IV must examine closely any disputed evidence.

The formal appeals procedure:

1. If, after consultation with the Lead IV, the learner wishes to make a formal appeal s/he should appeal in writing within 10 working days of the original assessment decision to the Programme Manager and Head of Faculty (HoF) who must acknowledge receipt.
2. An appropriate Head of Faculty will convene and chair an Appeals Panel to review the appeal within 10 working days of receiving it from the learner.
3. The learner will receive the written decision of the Appeals Panel, from the Head of Faculty within 5 working days of the panel meeting.

NB: Refer to the Assessment Appeals policy for further detail of the stages.

11 Roles and responsibilities for assessment, Internal & External Verification

Assessors (Course Team) will be responsible for:

- Ensuring, along with Curriculum Managers / Head of Faculty, that only the correct and most up to date specifications, including unit criteria are used to set and mark assignments.
- Informing the learner at the start of their individual assessment and training programme of the assessment schedule planned to meet those requirements. This should be detailed in the Course Handbook.
- Informing the learner of consequences regarding plagiarism and non-submission including disqualification from the assessment process / disciplinary procedure. This should be detailed in the Course Handbook.
- Completing assignment briefs and submitting these prior to assessment activities for Internal Quality Assurance/Verification.
- Assessing/marking homework/assignment briefs and providing Learners with feedback in line with the awarding body guidelines. Feedback should be given within 2 weeks of submission (3 weeks for Access courses).
- Assessing all marked work for the identification of plagiarism, and formally notifying Head of Faculty, Programme Managers & Quality of any evidence of plagiarism found in learner work.

- Initiating the disciplinary policy for Learners identified as plagiarising work or repeated non submission.
- Updating mark book and college learner tracking system to ensure Programme/Course Leaders and college management can accurately report of the unit completion / progress of every cohort.
- Actively involving Learners throughout the assessment process ensuring they are aware of assessment criteria, methods, standards and grading systems (as appropriate to the qualification).
- Undertaking regular and recorded progress reports via Pro-Monitor / target completion as part of the ILP process. These reports should be available to Learning Development Coaches to inform them in completion of formal reviews with agreed and realistic target setting and action planning.
- Advise management of any Learners with accredited prior learning that could be carried forward into their relevant qualification.
- Undertaking regular recording/tracking of progress in accordance with awarding body guidelines. Copies of tracking should be passed to the Programme Manager.
- Providing Learners with clear, constructive feedback on the results of their assessment.
- Ensuring portfolios and Learner files are in a suitable order for Awarding Body External Verification Visits.
- Offering appropriate progression/exit guidance.
- Attending regular staff development and training/events.
- Administering tests and internal/public examinations, alongside staff from the Examinations Department as required this will include Functional Skills online exams.
- Ensure all learner work is kept securely in a known location (ensuring Curriculum Managers Lead IQA's/IV's and HoF are aware of where they are stored). All Learners work must be kept until the final portfolio of work has been EQA'd. Once this has been completed learner portfolio work (excluding formal controlled and internally assessed assessments) can be issued back to the learner.
- NB: A sample of work; 3 pieces of work contributing to the outcome for each unit/module of the qualification; one low pass, one good pass, and one merit/distinction (or 'high pass' where qualification is not graded) must be kept for a

minimum of 3 years. This should include a representative sample from all Learners and may include scanned copies, photograph and/or recorded work.

Assessors/Coach (for NVQs/Apprenticeships)

To operate systems to assure quality of assessment at Programme Level To provide advice and support to Learners

- Plan Knowledge activities in line with the standards catering for differentiation including learning styles
- Use Feedback Systems effectively e.g. E- Portfolios (OneFile) to complete reviews and maintain off the Job training records and manage knowledge, skills and behavior activities and assignments
- Ensure Learners have up-to-date awarding body and End Point Assessment criteria and requirements
- Ensure the Apprentice has a clear understanding of the assessment process and assessment plan
- Provide Apprentice with opportunities to produce and collect relevant evidence required within the workplace to meet qualification requirements and Apprenticeship Standard.
- Attend assessor/coach team meetings and participate in CPD
- Participate fully in the quality processes, e.g. cross-marking, moderation, and discussion at team meetings.
- Make timely arrangements for Apprentices with ALS

To identify that appropriate equipment and physical resources are available

- Identify, prioritise and review physical resource needs to meet Awarding Bodies' and EPA requirements.
- Advise/curriculum management/employers of resource needs, including via internal quality assurers/verifiers, course review and evaluation documentation and team meetings.
- Support, HOF, internal quality assurers/verifiers in annual Apprenticeship review and evaluation.
- Ensure compliance with Awarding Body and End Point Assessment requirements

To use appropriate methods of assessment

- Ensure any assignment briefs for portfolio work are internally verified prior to distribution.
- Give constructive and effective feedback to Apprentices in a legible format, using appropriate language for the level of Apprenticeship
- Issue assignments, indicating submission dates where appropriate.
- Review outcomes of assessment in OneFile providing Apprentices with detailed SMART targets/feedback to improve their submission.
- Use a variety of assessment methods to ensure equality of opportunity and effective usage of the Apprentices time.

- Ensure assessments conform to National and Awarding Bodies standards and college regulations.
- Cooperate with the HoF/CM to ensure disputes and appeals are dealt with in accordance with the College Assessments Appeals Policy.
- To ensure that appropriate mechanisms are operating for gathering and recording assessment documentation
- Ensure learner records are complete, legible and accurate.
- Ensure documentation is complete and up to date at course level in line with college systems.
- Ensure security and confidentiality of assessment documentation is maintained.

To liaise with appropriate authorities

- Identify issues for resolution at College, Faculty, and team level meetings, and communicate through appropriate channels.
- Liaise with internal programme verifiers for programme area.
- Ensure team recommendations from external verifiers are actioned to maintain the quality of assessment and ensure that actions taken are accurately communicated to internal programme verifiers.
- Liaise with internal quality assurers/ verifiers via team meetings and by supplying copies of all notes of meetings to the internal programme verifiers.
- Ensure any conflict or perceived conflict of interest that may appear to influence the objective exercise of their role is notified to the Internal Verifier / IQA and Head of Faculty
- Advise external verifier of special needs Learners and any changes in College assessment.
- To implement the agreed external verifiers, visit planner in full, as applicable.
- To provide regular progress updates based on agreed tracking mechanisms.
- Ensure all learner work is kept securely in a known location (ensuring Programme Managers Lead IQA's/IV's and HoF are aware of where they are stored). All Learners work must be kept until the final portfolio of work has been EQA'd. Once this has been completed learner portfolio work (excluding formal controlled and internally assessed assessments) can be issued back to the learner.
- NB: A sample of work; 3 pieces of work contributing to the outcome for each unit/module of the qualification; one low pass, one good pass, and one merit/distinction (or 'high pass' where qualification is not graded) must be kept for a minimum of 3 years. This should include a representative sample from all Learners and may include photocopies, photograph and/or recordings.

- Help ensure assessors, those teaching/marking assignments in vocational programmes, are aware of the college/ Awarding Body templates/documents regarding internal verification (this will be clarified to you by the Lead IVs).
- Support Lead IVs in ensuring assessors / those teaching/marking assignments in vocational programmes are using the up-to-date awarding body criteria via identification of any errors through the internal verification processes.
- Complete a sampling schedule and Strategy for internal verification of assessment which is completed in a timely manner in line with the College year planner, and that this is shared with the assessor/lecturing staff and Quality.
- Ensure all assignment briefs are Internally Verified prior to distribution.
- Contribute to the Course IV folder detailing all records of IV assessment / action planning / review and make this available to the external verifier if required. Also ensure that all key documents are copied / passed to the course/programme leaders for their course folders where relevant.
- Support in the identification of training and development needs for assessors / teachers through IQA/IV activity, and advice management/ CM / HOF for inclusion in the Faculty CPD plan.
- Support the Lead IV in reviewing IV & assessment activity in team meetings and by taking part in standardisation activities as scheduled at the start of the academic year.
- Disseminate results from the IV'ing of assessors to the Lead IV.
- Attend termly IV meetings and standardisation/moderation activities to attribute to the sharing of good practice. Completing any paperwork / reports as necessary.
- Communicate with EQA, if requested by the Lead IV, or CM / HOF regarding the specific requirements of their EQA Visit and help coordinate preparation activities for the visit where required.
- Communicate regularly with the Quality Nominee (Assessment Verification Lead) and Lead IV regarding any EQA/SV visits / issues.
- Identify, prioritise practice and provide constructive feedback to assessors/teachers marking work, e.g. examine programme of assignments and advise on timing, range of assessment methods.
- Ensure through IQA/IV activity that assessments conform to national and Awarding Body standards and College regulations.
- Help ensure disputes and appeals are dealt with in full accordance with the College's Assessment Appeals Procedure
- Ensure that the College Single Equality Scheme requirements are upheld for all assessment procedures.
- Advise management and assessors of the credibility of any Learners with accredited prior learning that could be carried forward into their relevant qualification.
- Make available to programme team, copies of External Verifier/Quality Assurer's report form as passed on by the Lead IV/IQA.

To confirm appropriate mechanisms are operating for gathering and recording assessment documentation

- Sample and monitor the work of assessors according to the appropriate awarding body's guidance. Sample learner records to ensure they are complete, legible and accurate.
- Ensure submissions for award of certificates (along with assessors, Lead IVs & CM / HOFs) are accurate and fully meet awarding body requirements.
- Ensure (along with assessors, Lead IVs CM / HOFs) the security and confidentiality of assessment documentation is maintained.
- Maintain a frequency and level of sampling to ensure that between the external verifier's visits, s/he will have verified the work of all assessors in accordance with the appropriate awarding body's guidelines.
- Maintain a record of appeals made by Learners.
- Report to management (Lead IV, CM / HOF, Assessment Verification Lead) if you believe there is an insufficient allocation of internal verifiers.

NB An internal verifier cannot verify his/her own assessments

To liaise with appropriate authorities

- Identify issues for resolution at College, School and team level, and communicate through appropriate channels.
- Liaise with External Quality Assurer / Verifier for programme area and implement any agreed action plan required by them.
- Provide any required assistance to the External Quality Assurer / Verifier during their visits as required by them.
- Ensure team's recommendations for external action to maintain quality of assessment are accurately communicated to external verifier.
- Maintain a full record of visits by the External Quality Assurer / Verifier.
- Advise External Quality Assurer / Verifier and awarding bodies, as appropriate, of special needs Learners.
- Ensure their IV sampling plans are informed by any conflict or perceived conflict of interest.
- Ensure any conflict or perceived conflict of interest that may appear to influence the objective exercise of their role is notified to the Head of Faculty.

Lead IV/IQA roles & responsibilities:

- A Lead Internal Quality Assurer / Verifier is a person designated by the College, in agreement with the individual, to act as a point of sign-off and monitoring for the assessment and internal quality assurance/verification of programmes.
- The Lead Internal Quality Assurer / Verifier should be a subject / area specialist, as it is important that they understand the subject they are responsible for.
- The Lead Internal Quality Assurer / Verifier must be someone with the authority and/or knowledge to oversee assessment in some instances, they may be the CM / HOF.
- They must be task managed directly by the Curriculum Manager), as the responsibility for overseeing all assessment within a subject/programme area is normally a key part of their role.
- The Lead Internal Quality Assurer / Verifier must be directly involved in the management or the assessment and delivery of a programme, to have overall knowledge of the units.
- The Lead Internal Quality Assurer / Verifier should manage and emphasise the importance of proper coordination of internal verification/quality assurance through a single point of contact, and not be the only member of staff internally verifying work or assignment briefs. The Lead Internal Quality Assurer / Verifier should coordinate across assessors and other internal verifiers.

Lead IV/IQA College Quality Assurance Expectations

- Lead Internal Quality Assurer / Verifier's should be A1/V1 qualified where detailed by the awarding body or working towards completion of these award/certificates.
- The Lead Internal Quality Assurer / Verifier will be expected to upload sampled work in accordance with the College Quality Assurance sampling schedule coordinated by the Assessment Verification Lead.
- Ensure that the sampled work uploaded to the Lead IV Site is organised and filed clearly labeled in preparation for Internal or remote external review for auditing purposes
- Attend One – One termly meeting focused on the review of quality assurance tasks organised by the quality department and held by the Assessment Verification Lead.
- Maintain training where appropriate as required by the Awarding Body and where necessary by the College to remain updated with quality assurance in line with the programme area.
- Maintain a CPD log in preparation for annual quality assurance review.
- Lead IV staff are provided with remission organised by the Head of Faculty to fulfil their quality assurance tasks for the programme area.

Information for Edexcel BTEC Lead IVs only:

- The Lead IV must register for the highest level of qualification delivered via EDEXCEL ONLINE. The Lead Internal Verifier must register and access standardisation materials if applicable and work through these with the programme team.

The Lead Internal Quality Assurer / Verifier in each programme area will be responsible for ensuring they:

- Register and confirm registration every year. Complete standardisation and undertaking the induction training if required by the Awarding Body at the start of the academic year.
- Inform the Quality department /Curriculum Manager of the arrangements for handing over the Lead Internal Quality Assurer / Verifier role if unable to carry out the accreditation.

Internal verifiers (Course Team)

To implement systems to assure quality of assessment at programme level.

To provide advice and support to Assessors

- Ensure that there is an assessment and an internal verification plan/sample plan completed by individual teachers/assessors/internal verifiers for the programmes in their subject area. These should be fit for purpose and meet awarding body requirements. If they are unable to obtain these documents from relevant staff, they must report this to the Programme Manager, Head of Faculty.
- Sign off the plans (as detailed above) and complete their own Lead Internal Quality Assurer / Verifier sampling plan to check that it is being followed at suitable points. The combination of the team's assessment and internal verification sampling plans, as well as the Lead Internal Quality Assurer / Verifier sampling plan will form the programme areas sampling strategy.
- Ensure, by liaising with the Curriculum Manager / HoF, that the strategy meets awarding body requirements and includes a sufficient sample of Learners, all assignments and every assessor. The percentage of samples will be outlined within the sampling strategy based on the experience of the assessor and Internal verifiers. E.g. 25% sampling across a group of learners for each qualification.
- Support (where applicable and reasonable) the Internal verifier team to design a sampling plan based on the agreed sampling strategy for each qualification.
- Ascertain that all assessors and internal verifiers have the appropriate qualifications and experience specified by the relevant awarding/regulatory body. If staff do not, this must be reported to the CM / HOF/ to manage and inform the Verification Lead.
- Access and cascade to the team the useful practice standardisation materials (available annually for use with programme teams from awarding bodies). This will be available on the Lead IV Site.
- Advise and recommend training for assessors / internal verifiers as relevant to the Programme Manager and Head of Faculty (HoF).
- Ensure that the assessment decisions of unqualified assessors and internal moderators/verifiers are checked, authenticated and countersigned by an experienced /appropriately qualified internal moderator/verifier.
- Ensure that internal moderation/verification issues are discussed at team and

standardisation meetings with staff.

- Liaise with the Standards Verifier/EQA to ensure that appropriate sampling takes place, when sampling is required.
- Ensure that assessment plans, records of assessment and samples of learner work are retained for Standards Verification/EQA as necessary. Plan to set aside examples of work verified to different levels and grades in line with the College sampling schedule.

- Ensure that any action points raised in External Moderator/Verifier reports are closed off – this should be completed along with the CM / HOF.

Curriculum Manager responsibilities (with course team support) overseen by HoF:

- Take the lead in developing team structures in terms of assessment and internal quality assurance/verification alongside the quality department.
- Ensure the Learners have comprehensive information on assessment, including an assessment schedule as part of their course handbook, including regulations so they understand the purpose of assessment and what is expected of them.
- Ensure / Identify and establish assessment opportunities to meet the outcomes of the programme of study, using a variety of appropriate assessment methods.
- Ensure assessment activities as detailed above as well as internal quality assurance/verification roles are understood by staff and delivered in time with the college quality year planner for IV & assessment activity.
- Monitor allocation of assessor & internal verifier duties and responsibilities.
- Ensure IV/IQA schedules are produced for courses within their area and that these are uploaded onto the Lead IV Site/ Pro Monitor.
- Use assessors and verifiers who are experienced to appropriate national/awarding body standards have the appropriate skill set/ or vocational experience.
- Have in place experienced staff to support / mentor where required Internal verifiers, assessors and Lead Internal verifiers. Liaise with the quality department to ensure minimal risk to the programme.
- Ensure well-co-ordinated arrangements and facilities for assessments are in place.
- Hold regular team meetings which feed into the writing of course reviews, and which has a set agenda from the College including appropriate coverage of assessment matters.

- Ensure formal course reviews are completed and embed assessment areas for improvement as part of College's quality procedures.
- Identify staff development and training needs relevant to assessment and ensure that these are met.
- Ensure internal quality assurance/verification is scheduled in a timely manner (i.e. termly IV/IQA activity takes place, including the internal verification of assignment briefs prior to the assessment taking place) and a copy sent to Lead IV/IQAs which is uploaded on to the Quality Assurance Site/Lead IV Site for auditing purposes.
- Ensure completed final portfolios or on programme portfolios (dependent on the date of EV activity) are available for External Verification Visits and that all EV visits are completed where staff members are available to communicate with EV if required.
- Heads of Faculty ensure that the learner assessment appeals procedure is followed and, where issues are raised, are reported as outlined within the assessment appeals policy.
- Monitor security and confidentiality of assessment documentation at programme level
- Monitor College arrangements for special needs.
- Ensure all learner work is kept securely in a known location and that all relevant staff required to maintain all Learners work until the final portfolio of work has been EQA'd.
- NB: A sample of work; 3 complete pieces of work contributing to the outcome for
- each unit/module of the qualification; one low pass, one good pass, and one merit/distinction (or 'high pass' where qualification is not graded) must be kept for a minimum of 3 years. This should include a representative sample from all Learners and may include photocopies, photograph and/or recorded work.
- Considering Covid-19 electronic copies of work would be the preferred method of storing work where applicable.

College Management Information Systems (MIS) / Exams

- Provide liaison with and support from Exams Manager and Exams Team.
- Provide effective management information-based tracking of Learners' registration and certification.
- Provide learner retention and achievement data including publishing reports for teams.
- Record learner destinations and publishing reports for teams.
- Help ensure the effective and timely capture of learner achievement.
- Ensure Heads of Faculty provide up-to-date list and achievements of candidates for the courses for which they are responsible.
- Ensure HoF provide up-to-date list of achievements in line with the College Year Planner
- Provide monthly opportunities for data cleansing with the HoF to ensure the accuracy of subsequent registrations

- To process course amendment in line with Service Level Agreements and that appropriate changes to registrations or additional registrations are accurately made.
- To communicate and ensure a robust process for the checking & sign off achievement is in place which include relevant confirmation of the accuracy of grades by the Lead IQA/IQA and HoF

Assessment Verification Lead in liaison with Heads of Faculty

To design, develop and implement systems to assure quality of assessment at College Level.

To provide advice and support to Curriculum Managers, Lead IVs Internal Verifiers and Assessors

- Act as Quality Nominee for the College with all awarding bodies.
- Act as a management lead for annual cross college awarding body visits.
- Develop and ensure use of standardised cross college paperwork / action plans and templates for assessment as necessary.
- Support processes that ensure lead IV/IQAs are identified & trained in line with awarding body requirements.
- Help provide programme staff with latest QA guidelines/notifications from awarding bodies, promptly along with CMs / HOF.
- Ensure programme staff are using up-to-date awarding body criteria via regular auditing of IV & assessment folders, and all relevant paperwork.
- Identify, prioritise and review development needs of individual programme areas, which need to be addressed at College level.
- Disseminate results of College monitoring system to verifiers.
- Alongside Heads of Faculty, ensure course/awarding body approval is tracked & monitored.

To monitor appropriate methods of assessment are used

- Monitor all programme assessments via regular auditing to ensure that they conform to national and Awarding Bodies standards and college regulations.

To monitor mechanisms for gathering and recording assessment documentation

- Maintain in conjunction with Heads of Faculty a current list of Verifiers and courses for which they are responsible.
- Maintain current list of External College/Centre and Programme Verifiers, and EQA/SV dates to ensure timely certification.
- Ensure an up-to-date list of IVs & Assessors are held centrally including qualifications.
- Monitor programme and college-level systems of documentation and identify issues for college resolution.

To liaise with appropriate authorities

- Identify issues for resolution at college level and communicate through appropriate channels.
- Disseminate results of monitoring to management and internal programme verifiers, ensuring that EQA / SV action plans are accessible and completed.
- Liaise with external College verifiers and identify action necessary at college level.
- Ensure College recommendations for external action to maintain quality of assessment are accurately communicated to appropriate bodies.
- Receive copies of all External Verifier Reports and Action Plans from external verifiers and ensure that actions for which staff are directly responsible (alongside HoF / CMs & Lead IVs) are implemented in a timely and appropriate manner.

12 Covid-19 Quality Assurance Plan

The College is committed to ensure that in light of Covid-19 Lockdown that the quality assurance processes are robust and can be conducted effectively Offsite in line with the Office of Qualifications (Ofqual) the Quality Assurance Agency (QAA) and the relevant awarding Bodies requirements.

Heads of Faculty (HoF)/Curriculum Managers (CMs) in conjunction with the Deputy Principal (Quality & Excellence) the exams department and Assessment Verification Lead will be responsible for monitoring that the standardisation process continues to function effectively.

The College will make all reasonable efforts to enable learners to complete their studies for achievement to be assessed reliably and for qualifications to be awarded securely.

The following aspects of Quality Assurance will be expected to be maintained by staff to continue high quality of service for learners, ensuring that they are not disadvantaged during the Covid-19 Lockdown phase.

Assurance Plan for Internal and External Verification

- Sampling plans to be completed to schedule and Internal Verification of Coursework/projects monitored by Heads of Faculty and Curriculum Managers
- 6–8-week monitoring process of key quality documentation by Heads of Faculty/Curriculum Managers to ensure high quality standards are maintained.
- Hard copies of sampled assessment Folders left on College Grounds, locked and made accessible to the Heads of Faculty and Curriculum Managers
- Sampled work available electronically in preparation for External Verification, where applicable and uploaded to the Lead IV Site.
- Learner and staff electronic / scanned signatures made available to complement the sampling process
- Accessibility of Course Work from all qualification Levels via the Turn it in platform to External Verifiers for moderation purposes where applicable
- Turn it in, learner submissions completed on time to ensure teacher feedback and resubmission opportunities
- Effective online /blended remote learning organised for learners were agreed by HoF departments
- Regular focus groups to feedback on learner experience of learning remotely
- Lesson Observation used to gage the quality of teaching and learning/ online observation or unseen where applicable
- Robust monitoring of assessment by the Quality team and completion of units on Promonitor by staff.

APPENDIX 1 GRADING & SUBMISSION RULES

It is imperative that all Learners understand the importance of submitting work on time by the deadlines given. The following rules around grading & resubmissions apply to ALL courses however, depending on the awarding body for your qualification some additional grading & submission rules may apply (Access & BTECs in particular)

1. All learners must submit work on time and without exception unless an extension has been agreed prior the initial deadline. Where extensions are granted, evidence of the extension and reasons for the extension must be kept by the Lead Internal Verifier.
2. Where an extension is given (a specific date **MUST** be recorded by) and if met, you will be able to achieve the maximum grade depending on the standard of work received.
3. Without a mitigating circumstance form your tutor will not provide you with an extension. Where work is deemed late on access courses (i.e. handed in without an agreed mitigating circumstances form) your work will be capped at a pass. For BTEC learners if you do not hand in your work by the deadline and do not have a mitigating circumstances form agreed you will not be able to resubmit. I.e. you will only have 1 opportunity to hand in and pass your work. In addition to not being entitled to a resubmission to improve your grade. BTEC learners would also not be allowed to retake a new assessment if you failed to meet the pass criteria.
4. If you submit your work on time you will be able to achieve the maximum grade depending on the standard of work received.
5. Where you have not met the initial deadline or the extended deadline for Access **YOUR GRADE MAY BE CAPPED AT A PASS. For BTEC provision this means you are not entitled to any further resubmission to improve your grade, or retake.**
6. All written assignments for 2021/22 must be set and submitted on Turnitin or the agreed platform organized by your course department (any exceptions to this must be agreed by the Head of Faculty).
7.). On the Moodle page for your course your teacher will set up a Turnitin folder for your assignments where you will be required to upload them. You can receive support on how to use Turnitin from your teacher. Other platforms may be used by your course department depending on the qualification that you are studying. Your course tutor will inform you of this during the first few weeks of your studies.
8. Learners will receive disciplinary actions under the Career Ready Standards procedure for repeatedly missing deadlines for assignment submission.
9. Once you are working on assignments which will be submitted for assessment, you must work independently to produce and prepare evidence for the final assessment / deadline (unless it is a group task in which case you will then need to indicate your specific input). Depending on your qualification and awarding body rules a draft assignment may be looked at and your teacher will

set a formative feedback deadline to provide you with general feedback. They will not be able to indicate the grade however that your draft would receive or provide you with specific information/actions to achieve higher grades. **(FOR LEVEL 2 & 3 BTEC COURSES YOU ARE NOT ALLOWED TO SUBMIT A DRAFT FOR FORMATIVE FEEDBACK, AND MUST WORK INDEPENDENTLY ONCE THE ASSIGNMENT HAS BEEN GIVEN OUT FOR COMPLETION)**

10. Once work is submitted you will receive feedback within 10 working days by your subject lecturer this may include verbal recorded feedback on turn it in. (15 working days for Access programmes). Interim grades given will be subject to internal verification and checking procedures however so final grades may take 15-20 working days rather than 10.
 11. Once your final submission is in, your teacher must formally record the assessment result and confirm the achievement of specific assessment criteria.
 12. For BTEC provision if you have met the initial deadline depending on your grade you will be able to resubmit work. The resubmission deadline date will be a maximum of 15 working days from the time you have received feedback. The agreement of this resubmission must be recorded and agreed by the Lead IV and you must undertake the resubmission without any further guidance from your teachers.
 13. All work you submit for your course must be your own. Any instances of plagiarism will be reported to the Programme Manager and Head of Faculty. You will also receive a stage 2 disciplinary on the first offence and move to a stage 3 disciplinary if instances of plagiarism are repeated. Plagiarism within formative or summative assessment is treated as extremely serious and action by the College will be taken in line with the College Learner Disciplinary Policy.
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NB:

Learners must declare any learning difficulty that may require exceptional support in an exam or assessment situation at the outset of the programme of study or 15 working days prior to the assessment, so that support may be put in place.

External Verification checklist to help staff prepare for EV visits -
21/22

Order	Item & evidence needed	Additional information	Completed Y/N
1.	<p>Initial contact & correspondence about an EV visit will come from Quality, as EV visits are arranged centrally.</p> <p>The EV will request in their initial correspondence the items identified in point 2.</p>	<p>All EV visits should be set up and established by the Quality Department in conjunction with the relevant HOF & CM. The Assessment & Verification Lead detailed as the main / key contact. This is so Quality has an overview of all awarding body visits and can ensure that all EV Visits take place in a timely manner. The Assessment & Verification Lead will notify you or your manager of the visit date and basic expectations.</p>	1.Y/N
2.	<p>The initial documentation the EV will need to select a sample is detailed below:</p> <ul style="list-style-type: none"> • Learners' registration numbers • The assessment planner • The up-to-date course tracking sheet • The IV sampling plan • Records or updates of staff delivering, assessing & IV/IQA'ing on the course 	<p>External verifiers will need the following to ensure that the College internal system are working well:</p> <ol style="list-style-type: none"> 1. Confirmation of learner registration including awarding body learner registration number for each current learner 2. The assessment planner so they can see which units will be completed by the time of their sampling 3. The up-to-date course tracking sheet so they can see what units have been completed and learner grades. 4. The IV sampling plan, so that they can select learner samples that will have been IV'd – this allows them to check internal IQA processes. It should also allow them to select a sample from each assessor. 5. Staff updates – this can be through a centre update form in the case of City & Guilds, or by sending through CV's and qualifications. Please note not all awarding bodies may request to see changes to staff CV's / staff qualifications and staff signatures. 	1. Y/N
			2. Y/N
			3. Y/N
			4. Y/N
			5. Y/N
3.	<p>Initial documentation is sent to the EV</p>	<p>The initial documentation should be sent to Quality directly to pass on to the EV or at a minimum be cc'd in to see that all the documentation has been sent.</p> <p>For City & Guilds qualifications documentation MUST be sent to Quality so it can be uploaded on the City & Guilds quality portal.</p>	1.Y/N
4.	<p>The EV selects the sample detailing the Learners & units they have selected, as well as sending an outline plan for the visit (if the External Verification is to take place at the College or remotely). This will be sent to you by the quality department.</p>		2.Y/N
5.	<p>Logistics: Lead IV, CM / HoF will be responsible for:</p>		1. Y/N
			2. Y/N

	<ol style="list-style-type: none"> 1. Booking rooms for the visit (in conjunction with quality) 2. Any hospitality required (tea, coffee) 3. Setting the agenda for the day including meetings with Learners and staff as relevant AND sending a copy to Quality. A member of the Quality Team will try to attend all EV visits 	3. Y/N
6.	<p>Documentation that should be available at the EV visit or if the Visit is remote sent to EV: Samples for the learners & units selected including:</p> <ul style="list-style-type: none"> • IV records of assignment briefs • IV records of assessed work • IV action plans to assessors – these should be updated as actions identified are addressed • IV standardisation records • Minutes of course / IV meetings • Staff CPD records / experience • Staff signature list • An update of the previous EV action plan report with all previous actions completed or progress to date made available 	1. Y/N
		2. Y/N
		3. Y/N
		4. Y/N
		5. Y/N
		6. Y/N
		7. Y/N
		8. Y/N
7.	<p>During the visit:</p> <ul style="list-style-type: none"> • The EV will arrive and should follow the agenda set. • There should be an initial welcome meeting to review the agenda / schedule for the day and identify a specific time for feedback to the centre 	1. Y/N
		2. Y/N
8.	<p>After the visit:</p> <ol style="list-style-type: none"> 1. The EV will send the EV report to Quality who will review the report and complete the initial stages of an EV action plan that picks up on any actions (developmental or recommended) that need to be addressed. 2. The EV action plan and report will then be sent to the HoF as well as being made available to the relevant programme area quality team's site. 3. The area will be required to update the action plan with additional actions, and details of staff that need to complete the actions as well as key deadlines. This should be updated on the quality system /Lead IV Site file so that duplicate action plans aren't created. 4. Each year a review of the actions plans will be completed with the Head of Faculty & Assessment Verification Lead 	1. Y/N
		2. Y/N
		3. Y/N
		4. Y/N