

**POLICY/PROCEDURE: HE INTERNAL VERIFICATION/MODERATION POLICY**

Approval required by:	Executive	Y	Governing Body	N
Senior Lead:	Director of Quality (Higher Education)			
Responsible Manager:	HE Academic Registrar			
Date approved:	June 2024			
Date to be reviewed:	June 2027			

Relevant to:	Students	Y	Staff	Y
	Visitors	N	ITS	Y
Relevant to:	All students	N		
	16-18 Vocational	N	Sixth Form	N
	Higher Education	Y	Adults	N
	Apprenticeships	Y	14-16	N
	Other	N	.....	
Relevant to:	All staff	N		
	Board	N	SPH	N
	Managers	Y		
	Teaching staff	Y	Support staff	N

Accessible to	Students	N	Staff	Y
Friendly version	Students	N	Staff	N

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EQIA required	N
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Significant changes to policy

None

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Impact of changes

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## **SCOPE AND PURPOSE**

The process of assessment is a key element in the setting and maintenance of academic standards. While degree-awarding bodies have ultimate responsibility for the academic standards of their awards, all higher education providers are involved in, and accountable for, the Internal Quality Assurance (IQA) of different aspects of assessment in all its forms.

The purpose of the Internal Verification/Moderation policy is to assure the quality of assessment practice by addressing the basic principles of consistency, transparency, validity and reliability in accordance with the awarding organisation regulations. This policy applies to all prescribed and non-prescribed HE programmes.

The policy will cover:

- Internal Quality Assurance (IQA) procedures.
- Work-based assessment.
- Formative IQA and summative assessment from entry, through to on-programme, and achievement.
- It will apply to all Higher Education programmes offered at Barnsley College or ITS (the College') and covers the minimum requirements.
- It must be operated in conjunction with the requirements of specific awarding bodies.

## **INTERNAL VERIFICATION/MODERATION**

It is the college's policy that all courses, as identified by the awarding organisation as requiring IQA should undergo the process according to their defined procedure.

For programmes validated by our University partners, their policies and procedures for the moderation of students' work and assessment briefs will apply.

For non-prescribed "Professional" programmes at Level 4 and above, the respective Awarding Body procedures regarding the moderation of students' work and assessment briefs will apply.

### **The following procedures applies to all Pearson Higher National programmes.**

Each such course should have a named IQA who holds the appropriate qualifications required by the awarding organisation and is occupationally competent. The internal verifier(s) should carry out the process of internal verification/moderation as set out in this document in conjunction with the requirements of specific awarding bodies.

If internal verifiers are members of the course team they are verifying, the work they assess must be verified by another internal verifier.

The primary responsibility for the effective assessment of students' work lies with the lecturers/trainers. The lecturer/trainer is responsible for ensuring that assessment processes are free from discrimination, consistent and transparent, that evidence is valid, sufficient and authentic and that judgement of evidence is valid and reliable.

Internal verifiers/moderators are responsible for checking that the arrangements instituted are effective and comply with the college's and the awarding organisation's criteria. Course leaders are responsible for co-ordinating and managing the assessment arrangements for the courses for which they are responsible. Departmental heads and their managers are responsible for ensuring that assessment/verification takes place. The Director of Quality (Higher Education) and Heads of Department have the responsibility for ensuring the currency, validity and application of internal verification/moderation across the corporate college.

## **PROCEDURES ASSOCIATED WITH INTERNAL VERIFICATION/MODERATION**

In order to quality assure internal assessments, it is necessary for all courses to internally verify the decisions that contribute to the awarding of the students' final grades.

It is recognised that different awarding bodies have different requirements and this procedure, or the associated documentation is not intended to provide detailed guidance on all such variations. It focuses upon what the college considers to be the key requirements to establish good practice and provides a generic framework that can be applied across all internal assessment. For details of specific awarding organisation's requirements, please see their relevant website.

IQA activities should be scheduled as appropriate throughout the year and include both formative and summative verification. Formative IQA enables the IQA to pick up problems at an early stage and also highlights individual assessor support or training needs. Summative sampling follows an audit trail reviewing the quality of assessment decisions by evaluating how the assessor has reached that decision.

Verification/moderation sampling strategy will vary according to the specific requirements of the awarding organisation, but will rarely be 100%. In most cases the verification/moderation sampling strategy must be agreed with the external verifier. In defining the strategy all the following should be taken into account:

- Size of sample needed to ensure reliability.
- Assessment methods used.
- Trainers - number, experience, workload and location.
- Range (if any) of assessment sites, satellite sites, sub-contractors.
- Candidate cohorts e.g. full-time/part time, different employees, different programmes.
- Start dates.
- Maturity of the programme.

All new and amended assignment briefs are to be checked, endorsed and authorised by the IQA(s) before they are issued.

Standardisation of assessment practice will be monitored via sampling of assignments between trainers and direct observation, where necessary, of assessor performance with a candidate.

Internal verification meetings with appropriate trainers will be held at least termly. These meetings will concern themselves with resolving issues of interpretation, currency, authenticity, sufficiency and reliability of evidence. Information generated from these meetings will be documented and will provide a forum for review and refinement of assessor practice.

The management of the process of internal verification within curriculum areas is the responsibility of designated managers. They are responsible for ensuring that:

- Internal verifiers are appointed to each relevant course.
- Course lecturers and internal verifiers carry out their responsibilities.
- The Director of Quality (Higher Education) will report on the effectiveness of internal verification procedures, highlighting any concerns termly at the Quality Leader's Forum.
- All process will be carried out in accordance with the revised UK Quality Code for Higher Education.

## DOCUMENTATION

### **Assessment Planning Schedule (Appendix A)**

Used at the beginning of the academic year to plan when internal verification/moderation of an assessor's work will take place throughout the academic year and ensure that all staff are seen.

### **Internal Verification/Moderation Assessment Sampling Record (Appendix B)**

Used to ensure that each candidate's work is internally verified/moderated and that each unit/element or outcome is covered in the process. The amount of verification/moderation sampling will be dependent on the factors outlined above and agreed with the external verifier.

### **Pearson Internal Verification of Assessment Decisions Proforma (Appendix C)**

This document is used to record assessment decisions for Higher National courses.

### **Pearson Internal Verification of Assignment Brief Proforma (Appendix D)**

This document is used to internally verify assignment briefs for Higher National courses.

## **EQUALITY AND DIVERSITY**

An EqIA is not required for this policy.

## **LINKED POLICIES AND PROCEDURES**

The Internal Verification/Moderation policy is linked to:

- Assessment Policy

## **LOCATION AND ACCESS TO THIS POLICY**

This policy is available on Buzz and the Barnsley College Higher Education virtual learning environment.

## **REFERENCES:**

[Revised QAA UK Quality Code for Higher Education:](#)

### **Expectations for Standards – Core Practices**

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

### **Expectations for Quality – Core Practices**

- The provider designs and/or delivers high-quality courses
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

Consideration of the following Pearson publications:

- [BTEC Higher Nationals Centre Guide to Managing Quality Assurance and Assessment.](#)
- [BTEC Higher Nationals Centre Guide to External Examination](#)

## Assessment planning – BTEC Higher Nationals

Unit No & Title / Assignment No & Title	Learning outcome	Hand Out Date	Hand In Date	Formative Assessment Date	Summative Assessment Date	IV Sampling Date	Assessor Name	IV Name
Programme Leader Signature:				Name:		Date:		

## Assessment tracking – BTEC Higher Nationals

ASSESSMENT RECORD AND FEEDBACK SHEET					
Programme:		Student Name:		Unit Grade:	
Unit No. & Title:		Year:		Assessment Date:	
Assessor Name:		Unit Completion Date:		IV Signature:	
Assignment No. & Title	Learning Outcomes	Date Issued	Hand in Date	Summative Feedback	Resubmission Date*

\* Resubmissions must be approved by the Assessment Board

Assignment No.	Grade	Date Achieved	Comments	Assessor Signature

## Internal verification of assessment decisions – BTEC HNs

INTERNAL VERIFICATION – ASSESSMENT DECISIONS				
Programme title				
Assessor		Internal Verifier		
Unit(s)				
Assignment title				
Student's name				
Grade awarded	Referral	Pass	Merit	Distinction
INTERNAL VERIFIER CHECKLIST				
Is the Pass/Merit/Distinction grade awarded justified by the assessor's comments on the student work?	Y/N			
Has the work been assessed accurately?	Y/N			
Is the feedback to the student: Give details:  • Constructive? • Linked to relevant assessment criteria? • Identifying opportunities for improved performance in future assignments?	Y/N  Y/N  Y/N			
Does the assessment decision need amending?	Y/N			
Assessor signature				Date
Internal Verifier signature				Date
Programme Leader signature(if required)				Date



# INTERNAL VERIFICATION OF ASSIGNMENT BRIEFS – BTEC HIGHER NATIONALS

INTERNAL VERIFICATION – ASSIGNMENT BRIEF		
<b>Programme title</b>		
<b>Assessor</b>	<b>Internal Verifier</b>	
<b>Unit</b>		
<b>Assignment title</b>		
Is this assignment an authorised assignment brief published by Pearson?		Y/N
If yes, has it been amended by the centre in any way? Please give details.		
<b>INTERNAL VERIFIER CHECKLIST</b>		<b>Comments</b>
Is the qualification title, unit title and unit number accurate?	Y/N*	
Is the submission date achievable in relation to the issue date of the assignment?	Y/N*	
Is the vocational scenario appropriate, sufficient and current?	Y/N*	
Does the assignment cover all unit assessment criteria? If not, which LOs/AC are being assessed?	Y/N*	
Is the mode of assessment appropriate for achieving all grades and LOs/AC identified?	Y/N*	a) Learning outcomes:  b) Assessment criteria:
Is the language and presentation of the assignment appropriate?	Y/N*	
Comment on the appropriateness of the assignment guidance for the level of the unit		
<b>Overall, is the assignment fit for purpose?</b>	Y/N*	
Identify any essential actions for change to the assignment		

Summarise any good practice that you identify in the assignment			
<p>*If the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken below.</p>			
<b>Assessor signature</b>		<b>Date</b>	
<b>Internal Verifier signature</b>		<b>Date</b>	
<b>Action required:</b>			
<b>Action taken:</b>			
<b>Assessor signature</b>		<b>Date</b>	
<b>Internal Verifier signature</b>		<b>Date</b>	