
POLICY

INTERNAL ASSESSMENT, MODERATION AND VERIFICATION POLICY AND GUIDELINES 2016 - 2019.

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1.0 INTRODUCTION

1.1 The following policy and guidelines are written in response to:

- The College's desire to provide fair and reliable assessment for all its learners
- Addendum to NVQ Code of Practice (2006)
- Quality Credit Framework regulatory arrangements (2008)

1.2 While the policy is entitled the Internal Assessment, Moderation and Verification Policy and Guidelines it will be hereafter referred to in the document as the Internal Quality Assurance system or IQA, aligning with awarding organisation recommendations.

1.3 This document has been produced not only as a statement of policy, but also as a guide to internal quality assurance systems and procedures; all IQA documentation pertaining to this policy is held on the college intranet.

2.0 AIM

2.1 Pembrokeshire College recognises that learners participating in learning programmes require an assessment framework of sensitivity, fairness and responsiveness to match their needs to promote their maximum potential. Learners also expect an assessment regime of integrity and precision which enhances the value of their qualifications. This document refers to all courses and programmes undertaken by all learners within Pembrokeshire College, its outreach centres and in work based learning.

2.2 The College also recognises that if the above is to be achieved the appropriate support and training shall be provided to those members of staff involved in the assessment process. The policy refers to all curriculum provision undertaken by all learners within Pembrokeshire College.

3.0 OBJECTIVES

The objectives of the policy will:

3.1 Ensure that the assessment experience of all its learners is of a high quality and conducted with integrity in line with the criteria laid down by the Awarding Body specifications in the Centre Approval document and the publications listed in 1.1 above.

3.2 Ensure that a range of assessment opportunities are made available to meet the needs of all learners.

3.3 Ensure that all those involved in the administration of the internal quality assurance process are qualified.

- 3.4 Ensure standardisation of quality assurance practices throughout the College.
- 3.5 Evaluate the effectiveness of the quality assurance procedure on an annual basis.
- 3.6 An Internal Quality Assurance (IQA) Steering Group shall oversee the above and will meet each academic year to review the procedures and the documentation. The IQA Steering Group will be chaired by the Head of Curriculum and Quality Assurance.

4.0 ASSESSMENT

- 4.1 The assessment process should be fair, reliable, and sufficient, conducted with integrity and provide a range of experiences through which all learners have the opportunity to achieve.
- 4.2 Assessment activities in all cases should meet the requirements of the individual Awarding Organisations.
- 4.3 All learners can expect to receive a copy of a planned assessment/homework schedule at the start of each unit, module or subject of study. For classroom based programmes assessment schedules will be in place at induction. In the case of NVQ programmes this will be in the form of a detailed assessment action plan which will be negotiated on an individual basis and be updated regularly.
- 4.4 Comprehensive, positive written feedback must be given to the learner and comments by the assessor should highlight achievements and identify areas for improvement including Literacy and Numeracy Skills. Opportunity must be given to discuss assessment decisions when assessments have been concluded.
- 4.5 The 'turn over' period for assignments to be assessed, quality assured and returned should not normally exceed four weeks. If for some reason this deadline cannot be maintained learners should be notified with a return date identified.
- 4.6 All assessment activities will be free from racial, sexual and other prejudice and where possible should promote equality of opportunity.

5.0 MODERATION

- 5.1 To ensure that learners are challenged in the learning processes and are achieving at least to the national standard, the College will seek to ensure that any materials/ activities used for assessment purposes are of the highest quality. This Stage 1 process will be known as '**Moderation**' and should be completed on an annual basis where assignments are designed internally (so that each assessment is moderated prior to being issued to learners).

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- 5.2 Where Approved Assignment Briefs (AABs) are offered by an awarding body their adoption is encouraged so that there is immediate awarding body approval of the assessment.
- 5.3 It is recommended that where an assignment checking service (ACS) is offered by the awarding body that this facility should be utilised to ensure that internal assessments are fit for purpose.
- 5.4 **All** materials/activities used for assessment purposes will be moderated against the awarding organisation national standards by a Lead Internal Verifier (LIV) / Internal Quality Assurer (IQA) prior to its issue to learners.
- 5.5 Fully completed paperwork together with a copy of the assessment/activity material are to be placed in the course file (hard copy or electronic) for audit purposes.

6.0 INTERNAL VERIFICATION/INTERNAL QUALITY ASSURANCE

- 6.1 To ensure that there is a consistency in approach to the marking of assessment materials and to ensure that assessors are maintaining a national standard, the College will implement monitoring activities – this process will be known as ‘**Internal Verification/ Internal Quality Assurance**’ and has three strands, namely sampling assessments; monitoring assessment practice and standardising assessment judgements.
- 6.2 Whilst the College recognises that all assessment activities are internally verified / quality assured it acknowledges the flexibility that is needed within programme areas in meeting the requirements of individual Awarding Organisations and External Quality Assurance.
- 6.3 All units/modules, methods of assessment, assessors and learners will be sampled by the internal verification / internal Quality Assurance process during the programme. Sampling plans should take into consideration and reflect an element of risk management appropriate to learners and assessors.
- 6.4 The sample size should present a sufficiently accurate picture of the quality of assessment in the programme so that there is confidence that those assessment decisions not sampled also meet national standards.

For assignment based programmes, this will normally be a minimum 10% of the completed assessments and will fall across the range of assessment decisions. Where appropriate, the sampling strategy must be agreed with the Lead Internal Verifier

(LIV), External Verifier (EV) or Internal Quality Assurer (IQA) and the sample determined, as appropriate to the qualification.

In the case of NVQs, internal quality assurance should involve “reviewing the quality of Assessors’ judgements at both interim and summative stages” (JAB guidelines on IV of NVQ’s – 2001)

- 6.5 Each LIV / IQA will produce on an annual basis, and by half-term of the Autumn term (for assignment based programmes), a detailed /IQA Sample Plan that outlines how 6.2 and 6.3 will be achieved. On an annual basis the LIV / IQA must establish a rationale for the sampling strategy appropriate to the qualification (knowledge and / or competence)
- 6.6 The production of the plan is the responsibility of the Lead Internal Verifier / Internal Quality Assurer (LIV / IQA), and will be developed through negotiation with the LIV’s / IQA’s within the Curriculum Area/SSA.
- 6.7 The Internal Verification Sample Plan will be located in the course file (electronic or hard copy) and made available to the Curriculum Area Manager, Heads of Faculty and Awarding Body on request.
- 6.8 All assessors will be included in the sample. If assessors are inexperienced (e.g. gained the Assessor award less than twelve months ago), or new to a particular programme or new to College assessment procedures, the LIV / IQA may need to sample substantially more of their assessment decisions for the first six months.
- 6.9 Newly qualified or inexperienced assessors as in 6.7 above will be placed on a probationary period for an initial period of three months following certification or recruitment. A substantial amount of their work must be internally verified within that period. If their work is judged to consistently meet national standards then the amount of their work sampled thereafter will be reduced to an appropriate sample taking into account the assessment methods, assessment location, size and mode of candidate cohorts and the nature of the programme.
- 6.10 If newly qualified or inexperienced assessors as in 6.7 do not consistently meet the National Occupational Standards for assessment then the LIV/ IQA must report this to the Curriculum Area Manager/Heads of Faculty or line manager who will consider whether College Capability Procedures need to be followed.
- 6.11 If newly qualified or inexperienced assessors as in 6.7 do not meet the National Occupational Standards for Assessment by the end of a six-month period (including the initial three-month probationary period), the College will consider whether that assessor should be deployed to assess on the programme.

6.12 Assessors undertaking training will have all of their decisions countersigned by a qualified assessor and sampled by a qualified IQA.

- 6.13 In the case of experienced assessors a robust risk led strategy for sampling needs to be applied.
- 6.14 LIV's / IQA's will monitor assessment by ensuring national standards of assessment are adhered to by all assessors; identifying problems or areas where assessors require advice or development; confirming learners are aware of and are satisfied with the assessment process. In all cases LIV / IQA actions should be reviewed and signed off as appropriate, depending on the specific action raised.
- 6.15 Where applicable and possible, the LIV / IQA will monitor assessment by observing assessors in action and be informed by feedback from the Learner Voice Survey. This includes observing how an assessor conducts an assessment and gives feedback to the learner.
- 6.16 Standardisation is conducted on two levels, namely: at the LIV / IQA Steering Group level where members inform their represented areas about Joint Awarding Body requirements and cross-college IQA procedures and at course/assessment team level where assessors review each other's assessment decisions at a course/assessment team meeting.

7.0 INFORMATION COMMUNICATIONS TECHNOLOGY

If assessors wish to use ICT as a tool to enhance assessment, then the following should be adhered to:

- 7.1 All assessment materials placed on the College Moodle for assessment purposes must first have been internally moderated.
- 7.2 A hard or electronic copy of the assessment activity together with appropriate paperwork should be placed in the course file as stated in **5.2** for audit purposes. The materials should be signed and dated by all parties.
- 7.3 The moderated material on the College Moodle should be dated and have the name for the assessor and moderator keyed in.
- 7.4 On **no account** are digital signatures to be used in this process.

8.0 RECOGNISED QUALIFICATIONS

- 8.1 The College will ensure that those involved in the assessment process are qualified and or experienced in accordance with Awarding Body guidelines.

- 8.2 All assessors on **competence** based programmes are required to hold appropriate assessor qualifications as approved and specified by the regulatory authorities within twelve months of commencing their role, in accordance with the SSC's assessment

principles or strategy. All assessors should have the relevant and proven vocational / occupational competence

- 8.3 All assessors on **non-competence** based programmes are required to hold appropriate assessor qualifications where specified and approved by the regulatory authorities within twelve months of commencing their role.
- 8.4 Those individuals acting as IQAs on competence based programmes are required to obtain IQA within twelve months of commencement of role, thereby meeting the needs of the SSC's defined requirements.
- 8.5 In support of the above, the College undertakes to provide appropriate mentoring and training through the staff development programme to ensure that all staff attain the appropriate awards for their role.
- 8.6 Where awards are not specified or required by the awarding body, the College undertakes to provide appropriate training for assessors, lead internal verifiers / internal quality assurers for those new to the role and update training for existing staff.
- 8.7 Assessment decisions of un-certificated assessors must be checked, authenticated and countersigned by a qualified assessor and quality assured by a LIV or IQA who holds relevant occupational expertise as specified by the standards setting body for the award in question.

9.0 APPEALS

- 9.1 Learners appeals regarding assessment decisions will be dealt with through the 'Student Academic Appeals Procedure' in line with awarding organisation requirements. The appeal procedure will be located on the College intranet and explained to learners during induction and at other appropriate times during the course.
- 9.2 IV/IQA/Assessor appeals regarding verification decisions will be dealt with through the College Staff Grievance Procedure. Copies of the procedure can be obtained from the Human Resources department and are available on the College intranet.

10 LIAISING WITH EXTERNAL VERIFIERS (EV'S) AND EXTERNAL QUALITY ASSURERS (EQA'S).

10.1 Curriculum Area Managers and Heads of Faculty should be notified **in advance** of any External Verifier visit to the College or its outreach centres. This notification **must** be in writing or via email. Course Leaders should have at least 5 working days' notice of an EV/EQA visit, though it is recognised that dates are frequently negotiated well in advance between the EV/EQA and the Course Leader.

10.2 EVs/EQAs should meet the Curriculum Area Manager or Head of Faculty prior to leaving the College site.

10.3 Where EV/EQA Reports are sent by post, they should all be sent for the attention of the Principal who will pass the report on to the Head of Curriculum and Quality Assurance. The Head of Curriculum and Quality Assurance manages all reports centrally and, where appropriate will distribute copies of the report to the Head of Faculty, Curriculum Area Manager and Course Leader. Where reports are received electronically or online, the Head of Curriculum and Quality Assurance will inform the appropriate staff as outlined above.

Where there are exceptional circumstances e.g. sanctions applied, a copy will also be made for the Deputy Principal Curriculum. It will be the responsibility of the Course Leader to distribute further copies/inform the course team members of the report, either by email or at a recorded Course Team Meeting.

10.4 It is the responsibility of the Lead IV/IQA to complete a post report Action Plan. This action plan must be completed within one week of the EV/EQA or NSS report, if sanctions have been applied or the NSS report has been blocked.

11 RECEIVING AND ACTIONING EXTERNAL QUALITY ASSURANCE REPORTS

Procedure for Receiving and Actioning External Verifier Reports		
Person Responsible	Actions to be taken	Time Scale
EV/Centre Contact	<ul style="list-style-type: none"> EV / EQA report to be sent to the College and for the Principal's attention (date logged) or The report is posted on the awarding body website and the Quality Nominee (Head of Curriculum and Quality Assurance) is informed by the awarding body via email 	<ul style="list-style-type: none"> Awarding body related
Principal	<ul style="list-style-type: none"> Receives EV / EQA report either directly or from the Quality Nominee. Acknowledges EV report 	<ul style="list-style-type: none"> No longer than 3 working days

Head of Curriculum and Quality Assurance	<ul style="list-style-type: none"> • Following notification by the Awarding Body Head of Curriculum and Quality Assurance in their role as Quality Nominee accesses the report and logs on the Centre Activity Report schedule (date logged) • Reports distributed to <ul style="list-style-type: none"> – Head of Faculty – Curriculum Area Manager – Course Leader Action Plan Initiated by Course Leader.	<ul style="list-style-type: none"> • No Longer than 5 working days
Head of Faculty	<ul style="list-style-type: none"> • Head of Faculty checks report and notifies Curriculum Area Manager, Course Leader and Curriculum Area Manager 	<ul style="list-style-type: none"> • No longer than 3 working days
Course Leader	<ul style="list-style-type: none"> • Where report has been blocked or sanctioned, puts together action plan with course team and Lead IV. • Where points for improvement have been noted by the EV/EQA, an Action Plan is initiated by Course Leader. 	<ul style="list-style-type: none"> • Within 1 working week • Within 4 working weeks
Head of Curriculum and Quality Assurance	<ul style="list-style-type: none"> • Reports progress on action plans (by exception) to Quality Management Group (QuaMG) 	<ul style="list-style-type: none"> • As necessary

11.1 The Lead IV or IQA will ensure the necessary actions are undertaken and will keep the Head of Faculty and Head of Curriculum and Quality Assurance informed of progress made.

11.2 Should difficulties arise in actioning any of the points raised in an EV / IQA report then the issue must be raised with the Head of Faculty and the Head of Curriculum and Quality Assurance a who will report where necessary to the Deputy Principal Curriculum.

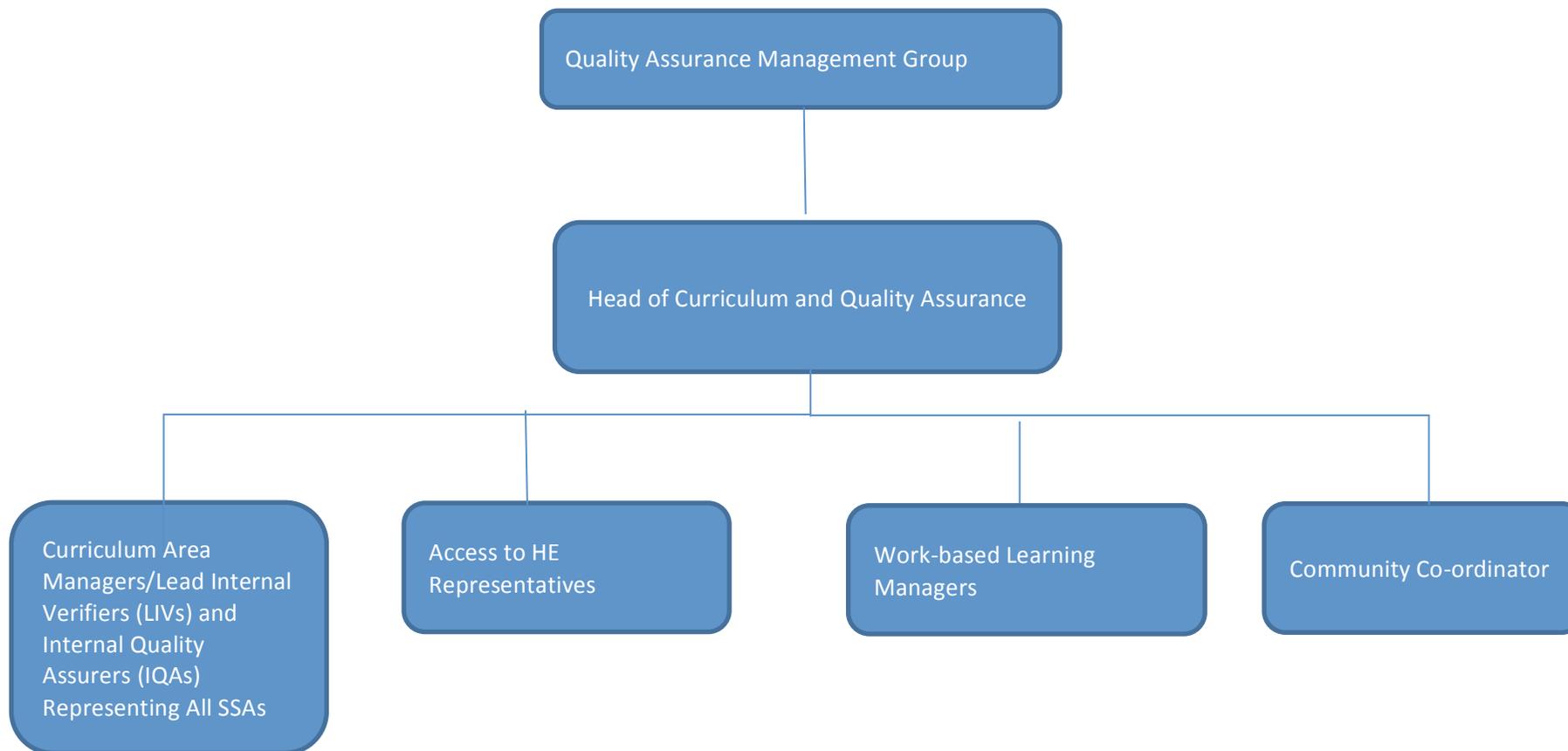
11.3 Reports and action plans will be held in archive for a period of 6 years.

11.4 Should assessors, LIVs or IQAs disagree with the EV/EQA report, the matter must be referred to the Head of Faculty, as quickly as possible.

11.5 The Head of Faculty will bring the matter to the Head of Curriculum and Quality Assurance and together will agree the best course of action.

11.6 The matter will be referred to the Deputy Director Curriculum where appropriate.

12 STRUCTURE/PERSONNEL – INTERNAL VERIFICATION/ QUALITY ASSURANCE STEERING GROUP



13 ROLES AND RESPONSIBILITIES

Assessors/Tutors will liaise with the LIV/ IQA to:

- identify and design suitable assessment activities which ensure coverage of performance criteria, learning outcomes and grading criteria set out in the unit/module specifications and which supply sufficient evidence;
- advise and support learners to identify prior achievement where applicable;
- agree and review assessment plans with learners;
- assess assignments or other evidence according to the criteria specified and provide feedback to learners;
- ensure that the method of recording evidence allows the Learner, the Assessor, the IVs/IQAs and EVs/ EQAs to cross-reference and locate evidence;
- attend team meetings on a regular basis to discuss progress, assessment issues and to ensure that assessment is being undertaken according to national standards;
- attend standardisation meetings as required;
- record assessment activities and candidate achievements and comply with IQA process before each visit of the EV/EQA;
- ensure that suitable arrangements are made for external tests;
- follow the College Academic Appeals procedure in the event of any learner appeal and in line with Awarding Body requirements.

(Documents relating to assessment and tracking can be obtained from the LIV/IQA)

Assessment/Course Teams will:

Meet on a regular basis to:

- prepare an assessment plan for each programme to show unit specification coverage;
- adapt assessment plans to suit individual needs as required;
- discuss assessment plans and decisions;
- compare evidence presented;
- gain mutual understanding of appropriate evidence;
- carry out standardisation as appropriate;
- record achievement of learners.

Lead Internal Verifiers (LIVs) / Internal Quality Assurers (IQA's) will:

- advise, guide and support assessors;
- monitor samples of Assessor performance to ensure that assessments are being conducted properly and that national standards are being interpreted accurately;
- identify issues arising out of assessment decisions and take appropriate action;
- ensure that the IQA process is conducted in a supportive manner;
- meet once a term with others in the same course area to ensure consistency of approach to assessment;
- arrange standardisation meetings.

Maintain and monitor arrangements for processing assessment information to:

- keep records of the verification process;
- liaise with the Awarding Body;
- ensure that the results of monitoring are communicated to the Assessment Team, the appropriate Management Personnel and the Awarding Organisations.

Quality Assure assessment practice to:

- ensure that the assessment practice is of consistent quality, is sufficient but does not demand more of learners than specified, and meets national standards;
- identify staff training needs and report to the Staff Development Officer.

The Internal Quality Assurance Steering Group will:

Meet as a team with the Head of Curriculum and Quality Assurance to:

- share expertise and best practice across the whole college;
- consider issues and requirements of Awarding Organisations;
- discuss and agree requirements for staff training/development programmes;
- feed-back information within their faculty management teams or specific areas.

The Head of Curriculum and Quality Assurance will:

- arrange and chair meetings of the IQA Steering Group;
- prepare and distribute minutes of IQA Steering Group;
- report on and promote the college IQA structure and system;
- provide support for assessors/LIVs and IQAs;

- report to the Deputy Principal Curriculum and the Staff Development Officer on staff development issues/needs regarding assessment and verification;
- monitor actions and recommendations made by EV/EQA reports/feedback;
- report findings of IQA procedure to the Deputy Principal Curriculum;
- manage a whole College approach to the IQA process;
- provide a central role for communication for co-ordinators, LIVs, IQAs and assessors;
- formulate policy statements;
- monitor actions and recommendations made by EV/EQA reports/feedback;
- report findings from EV/EQA and NSS Reports to SMT and Curriculum and Standards Committee

The Deputy Principal will:

- assume overall responsibility for the IQA process;
- support the Centre Co-ordinator.

14 THE WELSH LANGUAGE

- 14.1 The Corporation is committed to the promotion of the Welsh Language and will endeavour to address and support the needs of the Welsh speakers in accordance with the College's Welsh Language Scheme.

YR IAITH GYMRAEG

Mae'r Gorfforaeth yn ymrwymedig i hyrwyddo'r iaith Gymraeg a bydd yn ymdrechu i ddelio ag anghenion siaradwyr Cymraeg â'u cefnogi yn unol â Chynllun Iaith Gymraeg y Coleg.

15 INTERNAL QUALITY ASSURANCE PROCEDURE

Designation	Role	Frequency
Assessor	Plans and undertakes assessments	As required
	Assessment materials passed to LIV/IQA for moderation	Before issue to candidates/learners
	Records achievements of learners	On-going basis
	Passes attached/assessed assessments to LIV/IQA prior to redistribution to candidates/learners	On-going basis
	Attends assessment team meetings	Regularly
	Liaises with LIVs/IQAs/EVs and EQAs	As required
	Follows College appeals procedure in the event of any disagreement on assessment	As necessary
Assessment/ Course Team	Meets to discuss assessment plans and compare evidence presented	Regularly
	Records overall achievement of candidates	On candidate achievement
	Where there are EV/EQA visits the Assessors copy assessment records to LIV/IQA prior to each visit of EV/EQA	Prior to each EV/EQA visit
LIV/IQA	To compile IQA sampling plans	Annually
	Moderates assessments and advises Assessor as appropriate	Before issue to candidates
	Samples marked assessments and checks that evidence is cross-referenced and easy to locate	Before visit of EQA or submission of NSS
	Attends assessment meetings	Regularly
	Liaises with EV / EQA	When required
	Records verification processes	On-going basis
	Communicates achievements to Awarding Body and College Management	On candidate completion
Curriculum Area Managers	Liaise with IV's/IQA's to ensure consistency of approach and assessment within Curriculum area/SSA	Regularly
	Notifies Head of Curriculum, Learning and Teaching and Staff Development of any staff training requirements	As necessary
	Liaise with Head of Curriculum and Quality Assurance	Regularly
	Attend IQA Group meetings	Maximum of 3 times per year
Head of Curriculum and Quality Assurance	Reports findings of IQA Steering Group to Deputy Principal - Curriculum	Following each meeting
Deputy Principal Curriculum	Supports the Head of Curriculum and Quality Assurance	As necessary

16 ALLOCATION OF TIME FOR INTERNAL QUALITY ASSURANCE (IQA)

The allocation of time for the internal quality assurance process will be determined by Heads of Faculty and issued to individual IQAs on an annual basis.

17 GLOSSARY OF TERMS

Assessor - the person who assesses candidates and who, where required, will have been appropriately qualified.

Recognition of Prior Achievement (RPL) - the process of evaluating evidence, often from the past, to enable a candidate to claim one or more outcomes which may be formally recognised

Awarding Organisation - an organisation accredited by QCA to award programmes through the centres approved by that Awarding Body

Centre - the organisation to which the Awarding Organisation (eg EDXCECEL) has granted approval for providing programmes leading to a qualification

Competence - the ability to perform to the national standards

External Verifier / External Quality Assurer (EV/EQA) - the person representing an Awarding Organisation, who supports and advises centres and monitors the quality of their assessment process. The EV will be allocated by the Awarding Organisation.

Lead Internal Verifier / Internal Quality Assurer (LIV/IQA) - the person who guides, supports and monitors assessors in a centre's programme team to ensure assessment practice is to the national standards and meets the requirements of Awarding Organisations. The LIV/IQA will also ensure that sampling plans are in place and fit for purpose to ensure that the Awarding Body sampling standards are maintained. The College will endeavour to deploy LIV's/IQA's who have sufficient experience of having conducted assessment of the specific national occupational standards they are verifying or in an appropriate and related occupational area.

Lead Body - the organisation/group which sets the national standards in an occupational area. Some Lead Bodies are also Awarding Organisations.

National Standards - the standards set by a Lead Body or Occupational Standards Council; for NVQs, set by the Awarding Organisations and accredited by NCVQ

NVQs - National Vocational Qualifications which are accredited by QCA and offered to candidates through centres approved by an Awarding Organisation.

Programme Assessment Team - the team of assessors in a centre who assess candidates following a programme in a centre. The team often includes the Internal Verifier(s)

NOTE:

- The assessment procedures outlined in this document apply to all assessment activity whether carried out in the work place, in simulated situations, at the assessment centre or at one of the College's satellite centres.
- **The Lead Internal Verifier / Internal Quality Assurer acts as a guardian of the standards.**

19 Document Control

Version	Description	Date	Creator	Reviewer	Authoriser	Document Custodian
1	FIRST ISSUE	19/10/16	PMRobinson	B.Walters	S.Lusher	D. Meddings
Signed			<i>PMRobinson</i>	<i>B.Walters</i>	<i>S.Lusher</i>	<i>D. Meddings</i>

