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**Guide to Internal Verification**

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1. **Introduction**

Centres must maintain an effective internal quality assurance system. Internal verification is an essential part of a quality assurance system, particularly when there is no external summative (end-of-course) assessment such as an exam or online test. Agored Cymru reserves the right to suspend or withdraw any programme, sector and/or unit/qualification if inadequate internal verification arrangements are identified.

Agored Cymru does not wish to impose a particular internal verification process on centres. However, it is hoped that this guide will help centres to develop, implement, maintain and record an effective internal verification process**\*1**. This guide includes internal verification exemplars and forms which centres can use to record their internal verification process.

This guide has been updated to comply with the requirements of the General Conditions of Recognition (GCoR, 2011) as issued by The Office of Qualifications and Examinations Regulation (Ofqual) in conjunction with the Welsh Government, Agored Cymru’s regulator. The guide also has been updated to comply with the Welsh Government’s Qualifications and Credit Framework (QCF) regulatory arrangements (2008) and the Quality Assurance Agency’s (QAA) Access Validating Agency (AVA) licensing criteria (2011).

1. **Purpose of internal verification**

Internal verification is:

* a process which seeks to ensure that all learners are assessed accurately, fairly and consistently to the required standard;
* a continuous review of all related processes from course development to the application/recommendation for the award of credit(s)/qualification(s);
* a means of promoting good practice;
* a means of protecting standards.

**1**GCoR Condition C1, C2; QCF requirement 5.5, 5.6; QAA precept 5.5

1. **Internal verifiers**

Internal verifiers must have:

* good knowledge and understanding of Agored Cymru units and qualifications in the chosen sector(s);
* good knowledge and understanding of Agored Cymru assessment requirements;
* good knowledge and understanding of Agored Cymru’s internal verification requirements.

# Internal verifiers must be familiar with the level of the unit(s)/qualification(s) being delivered and must have subject specific knowledge and/or experience of the course being internally verified. Internal verifiers do not currently need to have a formal internal verification qualification to internally verify Agored Cymru units and/or qualifications, unless stated in the qualification guide or unit criteria. However, Agored Cymru strongly recommends that internal verifiers work towards formal accreditation (e.g. Level 4 Certificate on Leading the Internal Quality Assurance of Assessment Processes and Practice).

Internal verifiers cannot internally verify their own assessment materials, tasks or assessment decisions. Consequently, it is recommended that the internal verification skills of a whole team are developed. This gives centres more flexibility and avoids over-reliance on any one person.

1. **Internal verification flowchart**

This flowchart outlines the steps that centres must take to implement an effective internal verification process. Forms, checklists and reports referred to in this flowchart can be found within this guide.

Pre-course planning

**Step 1**

If any unit(s)/qualification(s) are not appropriate, centre to select others from their framework. If none are suitable, apply to include additional units/qualifications from the Agored Cymru approved unit/qualification library.

Review the selected unit(s)/qualification(s) to check they are appropriate

Use Checklist 2 (page 13)

**Step 2**

Internally verify assessment materials, tasks and assessment methods before use

Use form IV1 (page 14)

**Step 3**

Produce an internal verification sampling plan

Use IV2 (page 16)

**Step 5**

**Step 4**

Use IV2 (page 16) during the course to record what internal verification has taken place

 Internally verify assessment decisions (part-way and at the end of the course)

Use IV3 (page 18)

 Internally verify practical achievement

Use IV4 (page 20)

 Ensure that any issues or actions have been recorded and addressed

Check that the claims for credits on the recommendations for the award of credit (RAC) are correct

Annual quality review outcomes must be part of the pre-course planning for the next course

Feedback from the internal verification process forms part of a centre’s annual quality review

1. **Internal verification process \*2**

**Step 1: Pre-delivery review of units/qualifications**

Internal verifiers must review the selected Agored Cymru unit(s)/qualification(s) to check their suitability in terms of currency, content, level and credit value for the particular group of learners. Internal verifiers must check that the unit(s)/qualification(s) are current, suitable and appropriate for the intended learners and that the unit(s)/qualification(s) are currently approved by Agored Cymru (visit the unit/qualification library on the Agored Cymru website to check). For Access to Higher Education (AHE) this information is outlined in the rules of combination (RoC) and in the RoC profile.

If a unit/qualification is no longer suitable then an alternative must be sourced from the Agored Cymru library of approved units/qualifications. If a centre identifies that a unit is unsuitable (out of date, incorrect, inaccurate), not suitable for delivery and needs to be reviewed by Agored Cymru then contact a member of Agored Cymru’s Business Development directorate-  unitreview@agored.org.uk.

The outcomes of the pre-delivery review must be recorded and must be made available for external quality assurance. Agored Cymru recommends that centres use checklist 2 on page 13 of this guide to record the outcomes of the pre-course review.

**Step 2: Pre-delivery internal verification**

Internal verifiers must internally verify assessment materials, tasks and assessment methods before they are given to learners to identify if any changes/modifications are required. Assessment materials and tasks must not be internally verified by the person who wrote/designed them. Assessment materials and tasks must be internally verified to check that they are fit for purpose and:

1. can be delivered using the available resources;
2. allow learners to meet **all** assessment criteria;
3. allow learners to meet **all** learning outcomes;
4. allow learners to generate evidence that can be authenticated;
5. allow learners to meet the level specified by the unit/qualification criteria;
6. are written using language appropriate to the level.

Centres must record the outcomes of pre-delivery internal verification. If changes/modifications are required they must also be recorded to create an auditable trail. This evidence must be available for external quality assurance.

Agored Cymru recommends that centres use form IV1 on page 14 of this guide to record pre-delivery internal verification.

**2** GCoR, condition H2, H5; QCF requirement 5.5, 5.6; QAA precept 5.5

**Step 3: Internal verification sampling**

During the planning stage, internal verifiers must create an internal verification sampling plan. Internal verifiers must select a sample of learners’ evidence to check that assessors are making accurate and consistent assessment decisions. This sampling plan must be recorded.

A range of assessment methods must be included in the internal verification sampling plan. Agored Cymru recommends that the selected sample of work from a single group of learners is taken as the square root of the total number of learners. For a group of 16 learners, the sample would be the square root of 16 (4 learners), plus any evidence that has been adapted due to a reasonable adjustment or special consideration, any sample that has been claimed by recognition of prior learning and any (borderline) work that the tutor/assessor might want to be looked at by the internal verifier.

However, if for instance there is more than one site/outreach centre, the square root of the total number of learners can be used. If a tutor/assessor has 3 groups each with 12 learners, rather than sampling the square root of 12 (3 to 4 learners) for each group, it would be acceptable to select the square root of 36 (the total number of learners). This would give a sample size of 6 learners, provided that at least one learner is sampled from each group.

The critical aspect of any sample is that it must be sufficient to ensure consistency of assessment decisions across each unit/qualification. Over time, all assessors and assessment methods must be included in the sample.

There are several key features that **must** be included in the selected sample. These include:

1. first time delivery of Agored Cymru units/qualifications;
2. new assessor(s);
3. all sites/outreach centres;
4. range of levels of units/qualifications;
5. mode of delivery (full/part time, online, multiple sites, partnership arrangement);
6. previous issues or problems identified by internal or external verification;
7. reasonable adjustments, special considerations and recognition of prior learning.

Internal verifiers are entitled to sample at random, in addition to the structured sampling method. A record indicating the learners’ work that has been selected for internal verification must be produced so that the external verifier is able to look at work that has, and has not, been internally verified.

Agored Cymru recommends that centres use form IV2 on page 16 of this guide to record their sampling plan.

**Step 4: Internal verification of assessment decisions**

Internal verification must be an ongoing process, not end-loaded. This allows internal verifiers to review assessment judgements before summative (end of course) decisions are made. Formative (mid-course) internal verification identifies problems at an early stage and allows time for corrective action to be taken.

Internal verifiers must review assessors’ judgements against the assessment criteria and learning outcomes. Internal verifiers must make evidence based judgements on whether each learner’s work is:

1. **valid**: the evidence meets **all** assessment criteria and **all** learning outcomes;
2. **authentic**: the work is the learner’s own work;
3. **reliable**: evidence is consistent and generates outcomes that would be replicated were the assessment repeated;
4. **current**: up-to-date evidence is used;
5. **sufficient**: enough work is available to justify the credit value and to enable the assessor(s) to make a consistent and reliable judgement about the learner’s achievement;
6. **comparable**: evidence is comparable in standard between assessments within a unit/qualification, between learners of the same level, between different assessors, sites/outreach centres and comparable over time;
7. **manageable**: the assessment(s) places reasonable demands on learners;
8. **fair and minimises bias**: assessments are fair to all learners irrespective of their characteristics (e.g. age, gender, etc.)

Internal verifiers must also remember that:

1. they are judging the assessor’s assessment decisions, not the learner, and the focus of their judgement and feedback must be the assessor;
2. if they judge that the work is inaccurately assessed, appropriate corrective action must be documented on the internal verification form and/or the accompanying action plan;
3. assessors must re-assess the learners’ work in the light of the internal verifier’s comments and it must be internally verified again before credits are claimed.

The outcome(s) of internal verification and any action(s) identified must be recorded. Confirmation that these actions have been completed must also be recorded.

Agored Cymru recommends that centres use form IV3 on page 18 of this guide to record the outcomes of internal verification.

**Step 5: Internal verification of practical activities**

Certain assessment methods, particularly ones that generate written evidence such as an essay, diagram, spreadsheet or portfolio work can be straight forward to internally verify. However, on many occasions assessment takes place by methods for which there is no written or tangible evidence from the learner, such as:

1. discussion;
2. conversation;
3. practical demonstration;
4. exhibition;
5. tutorial;
6. role play;
7. question and answer;
8. performance.

Internal verifiers must conduct observations of the learners at a time when evidence such as that above is generated.

Internal verifiers must endeavour to monitor learners’ responses to the assessment process, particularly how they regard:

1. the assessment tasks;
2. the assessment methods;
3. assessed work and feedback from the assessor.

Agored Cymru recommends that centres use form IV4 on page 20 of this guide to record internal verification of practical activities.

1. **Access to Higher Education (AHE) \*3**

The difference between the internal verification of Agored Cymru’s AHE units/qualifications and QCF/QALL units/qualifications is that for AHE assessment is graded at level 3.

When internally verifying AHE units/qualifications, decisions on grading will need to be submitted for internal verification as part of the process for sampling and internally verifying learners’ work as outlined in this guide.

Internal verifiers must address grading decisions and check assessors’ feedback to learners, comments on performance against grade descriptors as well as achievement of assessment criteria, learning outcomes and credit level. This evidence must be available for external quality assurance.

1. **Maintaining internal verification records**

Centres must keep accurate records at all stages of the internal verification process and these mustbe available for external quality assurance. If learners’ evidence is lost, it will be these records in addition to tutor tracking sheets and attendance registers that will be taken into account when making a decision whether credits can be awarded. It is centres’ responsibility to make sure that the evidence is comprehensive.

External verifiers must see the necessary records and information in order to make a sound decision about the validity of the learners’ achievement. The records and information held must include:

1. original copies of units/qualifications currently in use;
2. details of any tutorial support, course handbook(s), induction programme(s);
3. course/class registers;
4. assessors’ tracking sheets against assessment criteria;
5. learner course evaluations;
6. pre-course internal verification reports (with supporting action plans);
7. internal verification sampling plans;
8. internal verification reports of assessment decisions (with supporting action plans);
9. internal verification observation reports of practical activities (with supporting action plans);
10. applications for reasonable adjustments and/or special considerations;
11. declarations of conflict of interest;
12. copies of completed RACs;
13. evidence of course and team meetings with action points/plans;
14. evidence of internal standardisation exercises.

Agored Cymru recommends that centres use checklist 1 on page 12 to record this information.

**3** QAA precept 5.5.

1. **Standardisation \*4**

Centres are required to conduct internal standardisation exercises. Standardisation is an important part of ensuring the reliability of assessment decisions for all learners. It is advisable for assessors to agree the standard by discussing and mutually assessing a sample of learners’ work and reaching a consensus. Evidence of standardisation exercises must be available for external quality assurance.

Standardisation exercises identify any discrepancies between assessors in their judgements of learners’ evidence and allow adjustments to be made. As well as reducing subjectivity among assessors, it helps to improve the consistency of their judgements. Internal verifiers can then identify and disseminate good practice across the centre.

Standardisation is also a staff development tool. In addition to internal standardisation, centre staff are strongly recommended to attend Agored Cymru standardisation events that are free of charge. Information about upcoming events can be found [here.](https://www.agored.org.uk/default.aspx?id=517&group=2)

1. **Approved internal verifier status (AIVS)**

Internal verifiers can apply to Agored Cymru to become approved internal verifiers (AIVs). AIVS permits AIVs to validate learners’ achievements and sign off the recommendation for the award of credit (RAC). AIVs have the required duty to declare that the evidence produced by learners meets **all** assessment criteria and **all** learning outcomes for the unit(s)/qualification(s).

Please note: AIVS is not applicable to AHE.

Further information about becoming an AIV can be found [here.](https://www.agored.org.uk/CentreHandbook/CentreHandbook.aspx?id=28&lang=)

1. **Internal verification template**

The following section provides internal verification exemplars and forms that centres can use to document internal verification.

Centres can adopt and/or adapt any parts of the exemplars and forms. Forms may be modified to include centres’ logos or altered to meet centres’ own specific purposes. However, if they are revised in any major way, centres must ensure that all aspects of the internal verification process remains in place to satisfy Agored Cymru requirements.

**4** GCoR, condition H2, H3 and H5; QCF requirement 5.6, 5.10 and 5.16d; QAA precept 5.27

**List 1: List of people involved with quality assurance**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Name** | **Subject(s)** | **Qualifications / Training** |
| **Person with overall responsibility for quality assurance within the centre** |  |  |  |
| **Assessors** |  |  |  |
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| **Internal verifier(s)** |  |  |  |
|  |  |  |
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| **Approved internal verifier(s)** |  |  |  |
|  |  |  |

**Checklist 1:** **Course and quality assurance information checklist**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Comments** |
| **Current copies of the relevant unit criteria/qualification guide(s) in use** |  |  |  |
| **Current copies of rules of combination (RoC) and RoC profile** |  |  |  |
| **Details of learner support and induction** |  |  |  |
| **Course/class registers** |  |  |  |
| **Assessors’ tracking sheets against assessment criteria** |  |  |  |
| **Applications for reasonable adjustments and/or special considerations** |  |  |  |
| **Declarations of conflict of interest** |  |  |  |
| **Internal verification sampling plan(s)** |  |  |  |
| **Pre-course internal verification reports (with supporting action plans)** |  |  |  |
| **Internal verification reports of assessment decisions (with supporting action plans)** |  |  |  |
| **Internal verification observation reports of practical activities (with supporting action plans)** |  |  |  |
| **Copies of recommendation for the award of credit forms (RACs)** |  |  |  |
| **Learner course evaluations**  |  |  |  |
| **Evidence of course and team meetings**  |  |  |  |
| **Evidence of internal standardisation exercises** |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Internal verifier:** |  |  |
| **Signature:** |  | **Date:** |  |

Checklist 2: Pre-delivery review of units/qualifications

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** |  | **Qualification title/code:** |  |
| **Unit code:** |  | Credit value:  |  | **Level:**  |  |
| **Name(s) of those present at the review:** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Comments** |
| **Unit details and format** |  |
| **Does the unit/qualification match the version on the Agored Cymru website?** |  |  |  |
| **Has the unit/qualification been added to the centre’s framework?** |  |  |  |
| **Is the unit included in the rules of combination (RoC) and RoC profile (AHE only)?** |  |  |  |
| **Is the unit/qualification suitable for the learners for which it is being, or will be, used?** |  |  |  |
| **Is the unit/qualification suitable for the level of the learners?** |  |  |  |
| **Is the unit/qualification ‘out of date’ in any way?** |  |  |  |
| **Is there an alternative existing unit available from Agored Cymru that would allow learners to achieve a qualification?**  |  |  |  |
| **Are there prescribed methods of assessment for this unit/qualification?** |  |  |  |

|  |
| --- |
| **Comments / Feedback / Action to be taken:** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Internal verifier:** |  |  |  |
| **Signature:** |  | **Date:** |  |

**IV1: Internal verification of a new exercise or task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** |  | **Qualification title/code:** |  |
| **Unit code:**  |  | Credit value:  |  | **Level:**  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessor:** |  | Internal verifier: |  | **Course title:** |  |

|  |  |
| --- | --- |
| **Give or attach a brief description of the proposed assessments/tasks**  |  |
| **List the intended methods of assessment**  |   |
| **List the assessment criteria covered, or partially covered by the exercise or task** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Comments** |
| **Do the assessment materials and tasks cover all the assessment criteria stated above?** |  |  |  |
| **Are the assessment materials and tasks appropriate for the level of the unit?** |  |  |  |
| **Are the assessment materials and tasks sufficient for the credit value of the unit?**  |  |  |  |
| **Are the assessment methods appropriate for the intended group of learners?** |  |  |  |
| **General comments or feedback to the assessor:** |
|  |
| **The assessment materials and tasks are approved for use** |  | **The assessment materials and tasks require further development prior to use** |  |
| **Signature of assessor** (Confirming receipt of feedback, and that any required actions will be completed) |  | **Date:** |  |
| **Signature of internal verifier** (Confirming that the required actions will be followed up)  |  | **Date:** |  |
| **Actions required:** | **By when:** |
|  |  |
| **Signature of internal verifier** (Confirming that any required actions have been completed) |  | **Date:** |  |

**IV1 Exemplar: Internal verification of a new exercise or task**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** | **Taster Courses- Outdoor activities** | **Qualification title/code:** | **N/A** |
| **Unit code:**  | **MA8E3CY002** | Credit value:  | 1 | **Level:**  | **Entry Level 3** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessor:** | **Geoff Green** | Internal verifier: | **Hannah Davies** | **Course title:**  | **Outdoor Education** |

|  |  |
| --- | --- |
| **Give or attach a brief description of the proposed assessment/task**  | There is a workbook used and an assignment brief outlining the proposed method of delivery and the method for collecting evidence. |
| **List the intended methods of assessment**  |  Workbook, witness statement, photographic. |
| **List the assessment criteria covered, or partially covered by the exercise or task** | 1.1, 1.2, 1.3, 1.4 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Yes** | **No** | **Comments** |
| **Do the assessment materials and tasks cover all the assessment criteria stated above?** |  | ✓ | The workbook is clearly cross-referenced to show which task meets each assessment criteria. The witness statement needs a section to detail what took place in the observed task in order to meet assessment criteria 1.2. |
| **Are the assessment materials and tasks appropriate for the level of the unit?** | ✓ |  | The workbook tasks are appropriate for an entry level 3 unit and the use of outdoor activity pictures is a good addition to the workbook.  |
| **Are the assessment materials and tasks sufficient for the credit value of the unit?** | ✓ |  | The workbook allows the learners to produce evidence that reflects 10 hours of learning. |
| **Are the assessment methods appropriate for the intended group of learners?** |  | ✓ | There is a range of assessment methods used including written tasks, a witness statement and photographic evidence. A section must be included next to the photographic section (1.3) to request an annotation for each photograph. |
| **General comments or feedback to the assessor:** |
| The workbook is well laid out and appropriate for the level. There is an opportunity for learners to provide a range of evidence. The language used is appropriate for the level of the learner. The workbook is clearly cross-referenced and allows the learner to meet all assessment criteria and all learning outcomes. Once the action plan below is completed the workbook will be suitable to be issued to the intended learners.  |
| **The assessment materials and tasks are approved for use** |  | **The assessment materials and tasks require further development prior to use** | ✓ |
| **Signature of assessor** (Confirming receipt of feedback, and that any required actions will be completed) | **G. Green** | **Date:** | **05.05.11** |
| **Signature of internal verifier** (Confirming that the required actions will be followed up)  | **H. Davies** | **Date:** | **05.05.11** |
| **Actions required:** | **By when:** |
| 1. Assessor to include a section for feedback on the observation statement to explain what was observed and how it met the assessment criteria.
2. Assessor to include a declaration of authenticity at the front of the workbook.
3. Assessor to include a comment in the photograph section to prompt learners to annotate each photograph.
 | 05.06.1105.06.1105.06.11 |
| **Signature of internal verifier** (Confirming that any required actions have been completed) | **H. Davies** | **Date:** | 05.06.11 |

**IV2: Internal verification sampling plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course title:** |  | **Start date:** |  |
| **Qualification title:** |  | **Qualification code:** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner name** | **Unit name****(Number)** |  |  |  |  |  |
| **Credit value/ Level**  |  |  |  |  |  |
| **Assessor**  |  |  |  |  |  |
| **Internal verifier**  |  |  |  |  |  |
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**Plan for internal verification by putting an ‘X’ in the appropriate box, then replace the ‘X’ with the date when that internal verification actually took place.**

**IV2: Internal verification planning/record sheet exemplar**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course title:** | **Employment Skills** | **Start date:** | **17th Sept 2011** |
| **Qualification title:** | **N/A** | **Qualification code:** |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Learner name** | **Unit name****(Number)** | Confidence Building(HB11WN004) | Teamwork (AF51WE002) | Job Identification Skills(HC61WN001) | Work Experience(HC41CY010) |  |
| **Credit value / Level**  | 3 Credits / Level 1 | 3 Credits / Level 1 | 3 Credits / Level 1 | 3 Credits / Level 1 |  |
| **Assessor** | Mark Brown | Geoff Green | Sophie White | Carol Black |  |
| **Internal verifier**  | Sophie White | Mark Brown | Mark Brown | Mark BrownAs the course progresses and the unit(s) are internally verified the ‘X’ in the grid can be replaced by the date when each internal verification event took place. |  |
| Amy Adams |  | 11/02/12 |  | Not doing work experience |  |
| Beryl Brown |  |  | X |  |  |
| Charles Cornwall | 22/11/11 |  | Not doing this unit |  |  |
| Dennis Davies |  |  | X |  |  |
| Enoch Eastman |  | 15/02/12 |  | Not doing work experience |  |
| Freddie Flintstone |  | 15/02/12 (included at request of tutor) | X |  |  |
| Grace Gough | 22/11/11 |  |  | X |  |
| Harry Higgins | 22/11/11 |  |  |  |  |
| Jane Jones |  |  |  | X |  |
| Lynda Locket |  | 15/02/12 | Left Course |  |
| Norman Nesbitt | 26/11/11 |  |  |  |  |
| Richard Rice |  |  |  | X |  |
| Stella Stewart |  | 17/01/12  |  | Not doing work experience |  |

**Plan for internal verification by putting an ‘X’ in the appropriate box, then replace the ‘X’ with the date when that internal verification actually took place.**

IV3: Internal verification of assessment decision

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** |  | **Qualification title/code:** |  |
| **Unit code:**  |  | Credit value:  |  | **Level:**  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner:** |  | Assessor: |  | **Internal verifier:** |  |

|  |
| --- |
| **What is the piece of work being internally verified?** |
| **Full unit or specific assessment criteria (please specify)** | **Final/Mid Course internal verification** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Assessment Criteria** | **Assessment Method** | **Comments / Feedback** |
|  |  |  |
| **I agree / disagree with the assessor’s overall decision** |
| **Signature of assessor** (Confirming receipt of feedback, and that any required actions will be completed) |  | **Date:** |  |
| **Signature of internal verifier** (Confirming that the required actions will be followed up)  |  | **Date:** |  |
| **Actions required:** | **By when:** |
|  |  |
| **Signature of internal verifier** (Confirming that the required actions have been completed) |  | **Date:** |  |

IV3 Exemplar: Internal verification of assessment decision

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit title:** | **Teamwork**  | **Qualification title/code:** |  |
| **Unit code:**  | **AF51WE002** | Credit value:  | 3 | **Level:**  | **1** |

|  |  |  |  |  |  |
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| **Learner:** | **Stella Stewart** | Assessor: | **Geoff Green** | **Internal verifier:** | **Mark Brown** |

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| **What is the piece of work being internally verified?** |
| **Full unit or specific assessment criteria (please specify)** | **Final/Mid Course internal verification** |
| Full unit | At the end of the unit |

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| **Assessment Criteria** | **Assessment Method** | **Comments / Feedback** |
| All1.11.32.5All | Written evidenceWitness statementPhoto | An evidence cross-reference sheet, assessment brief and feedback form are used for ease of reference.The evidence produced contains good written evidence in support of the learner’s contribution to the planning and review sections of the activity, together with a detailed description of their own contribution. There is sufficient evidence presented to meet all the assessment criteria and learning outcomes at level 1. The witness statement is sufficient and detailed. The photographic evidence used to meet assessment criteria 2.5 would benefit from an annotation to describe what is happening in the photograph in addition to the assessment criteria that it meets that is included.There is sufficient evidence produced to support the assessment decision and the assessor is correct that the candidate met all of the assessment criteria and learning outcomes. The evidence supports the assessor’s decision that the evidence meets a level 1 standard.The assessor must give more detailed feedback to the learner than a tick. As this is a good piece of work, recognition of the fact would have been both encouraging and appropriate. Feedback should also provide opportunities for development and stretch, even where the work is of a high standard. This will aid learner progression going forward.  |
| **I agree** ✓ **/ disagree with the assessor’s overall decision** |
| **Signature of assessor** (Confirming receipt of feedback, and that any required actions will be completed) | **G. Green** | **Date:** | **17.01.12** |
| **Signature of internal verifier** (Confirming that the required actions will be followed up)  | **D. Lewis** | **Date:** | **17.01.12** |
| **Actions required:** | **By when:** |
| 1. Future assessments to include more comprehensive feedback, particularly constructive feedback where applicable.
2. Future assessments to annotate photographic evidence to show what is taking place in each photograph.
 | 15.02.1215.02.12 |
| **Signature of internal verifier** (Confirming that the required actions have been completed) | **D. Lewis** | **Date:** | 20.02.12 |

IV4: Observation of the assessment of a practical activity

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| **Unit title:** |  | **Qualification title/code:** |  |
| **Unit code:**  |  | Credit value:  |  | **Level:**  |  |

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| **Learner:** |  | Assessor: |  | **Internal verifier:** |  |

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| **What is the practical activity being internally verified?** | **Assessment criteria being internally verified:** |
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|  | **Yes** | **No** | **Comments** |
| **Had the practical activity been explained clearly?** |  |  |  |
| **Did the learners have the required background knowledge?** |  |  |  |
| **Were appropriate questions asked?** |  |  |  |
| **Was sufficient and relevant information recorded to justify the assessment decision(s) made?** |  |  |  |
| **Was evidence judged accurately against the assessment criteria and learning outcomes?** |  |  |  |
| **Were assessments based on valid evidence and recorded clearly and accurately?**  |  |  |  |
| **Were assessment decisions explained clearly to the learner and feedback given?** |  |  |  |
| **Did the assessment evidence reflect the level of the unit?**  |  |  |  |

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| **Comments / Feedback** |
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| **I agree / disagree with the assessor’s overall decision** |
| **Signature of assessor** (Confirming receipt of feedback, and that any required actions will be completed) |  | **Date:** |  |
| **Signature of internal verifier** (Confirming that the required actions will be followed up)  |  | **Date:** |  |
| **Actions required:** | **By when:** |
|  |  |
| **Signature of internal verifier** (Confirming that the required actions have been completed) |  | **Date:** |  |

IV4 Exemplar: Observation of the assessment of a practical activity

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| **Unit title:** | **Introduction to Wall Tiling**  | **Qualification title/code:** |  |
| **Unit code:**  | **TG41WN001** | Credit value:  | 3 | **Level:**  | **1** |

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| **Learner:** | **Richard Roberts** | Assessor: | **Geoff Green** | **Internal verifier:** | **David Lewis** |

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| **What is the practical activity being internally verified?** | **Assessment criteria being internally verified:** |
| A demonstration of tiling techniques including setting out procedures, applying adhesive, correctly spacing and fixing tiles, and cleaning the area. | 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2 |

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|  | **Yes** | **No** | **Comments** |
| **Had the practical activity been explained clearly?** | ✓ |  | The activity was clearly explained to the learner prior to starting the observation. |
| **Did the learners have the required background knowledge?** | ✓ |  | The learner answered all questions correctly demonstrating good background knowledge of tiling. |
| **Were appropriate questions asked?** | ✓ |  | Open questions were asked- fully appropriate to level 1. |
| **Was sufficient and relevant information recorded to justify the assessment decision(s) made?** | ✓ |  | Detailed, relevant information to justify the assessment decision was recorded. |
| **Was evidence judged accurately against the assessment criteria?** | ✓ |  | Assessment criteria were used during the observation to make an assessment decision and feedback was related to the assessment criteria. |
| **Were assessments based on valid evidence and recorded clearly and accurately?**  | ✓ |  | Assessment was based on the assessment criteria and was fully recorded on the observation form. |
| **Were assessment decisions explained clearly and feedback given?** | ✓ |  | The assessor gave detailed, constructive individual feedback. |
| **Did the assessment evidence reflect the level of the unit?**  | ✓ |  | Yes, the evidence reflected the standards required at level 1. |

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| **Comments / Feedback** |
| The task was well planned and the assessor had no problems with allocating enough time to successfully carry out the observation. All processes of the assessment were well documented and comprehensive feedback was given. The general environment was excellent and well managed by the assessor, with the learner fully realising that a serious assessment was taking place. Achievement was a clear example of level 1 achievement. |
| **I agree** ✓ **/ disagree with the assessor’s overall decision** |
| **Signature of assessor** (Confirming receipt of feedback, and that any required actions will be completed) | **G. Green** | **Date:** | **20.03.12** |
| **Signature of internal verifier** (Confirming that the required actions will be followed up)  | **D. Lewis** | **Date:** | **20.03.12** |
| **Actions required:** | **By when:** |
| No further action required. |  |
| **Signature of internal verifier** (Confirming that the required actions have been completed) | **N/A** | **Date:** |  |

**11. Glossary of terms**

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| Approved internal verifier  | A person who has the necessary qualifications, experience and competence (assessed as sufficient by Agored Cymru) in order to sign the recommendation for the award of credit (RAC) for a centre. |
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| Assessor | A person who undertakes marking of learners’ assessment evidence. This involves using a particular set of criteria to make judgements as to the level of attainment a learner has demonstrated in an assessment. |
| Authentication | Evidence generated by a learner in an assessment is confirmed as having been generated by that learner and as being generated under the required conditions. |
| Centre | A centre undertaking the delivery of an assessment (and potentially other activities) on behalf of Agored Cymru. Centres are typically educational institutions, training providers, or employers. |
| Credit | Credit is a measure of the volume of achievement that a unit/qualification represents and is a means of recognising, measuring, valuing and comparing achievement. |
| External quality assurance | The processes of annual quality review and external verification, used to monitor that Agored Cymru and regulatory standards are maintained consistently across all centres. |
| External verification | The process of ensuring that Agored Cymru and regulatory standards are maintained consistently across all centres. |
| External verifier | A person appointed by Agored Cymru who is responsible for the quality assurance of a centre’s provision and for ensuring that standards of assessment are applied uniformly and consistently across centres. |
| Internal verifier/Internal verification team | A person or persons appointed by a centre to monitor the work of all tutors/assessors involved with a particular unit/qualification, ensuring accuracy and consistency of assessment and assessment decisions.   |
| Internal verification | The process of ensuring that standards of assessment are applied uniformly and consistently within a centre in line with Agored Cymru standards. |
| Learner | A person who is registered to take a unit and/or qualification and to be assessed as part of that unit/qualification. |
| Manageability  | Relates to the feasibility of carrying out particular assessment processes. A manageable assessment process is one which places reasonable demands on centres and learners.  |
| Minimising bias | Minimising bias is about ensuring that an assessment does not produce unreasonable adverse outcomes for learners who share a common attribute. The minimisation of bias is related to fairness to all learners and is also closely related to statutory equality issues. |
| Quality assurance system | A system that a centre has in place to manage and assure the quality of its provision.  |
| Reasonable adjustment | Adjustments made to an assessment for a unit/qualification so as to enable a disabled learner to demonstrate his or her knowledge, skills and understanding to the levels of attainment required by the specification of that unit/qualification. |
| Recognition of prior learning | The recognition of previously gained knowledge and skills, usually in the form of units, qualifications or credits, which may be used to gain remission for some of the content of a new unit/qualification.  |
| Reliability | The extents to which the various stages in the assessment process generate outcomes which would be replicated were the assessment repeated.  |
| Rules of combination | A description of the unit/credit accumulation requirements for the achievements of a named qualification. |
| Rules of combination profile | A profile outlining the unit/credit accumulation requirements for the achievements of a named qualification. |
| Special consideration | A consideration given to a learner who has temporarily experienced an illness or injury, or some other event outside of the learner’s control, which is likely to have had, a material effect on that learner’s ability to take an assessment or demonstrate his or her level of attainment in an assessment. |
| Standardisation | A process to check, adjust and ensure that assessment criteria and processes are applied consistently by assessors and internal verifiers in order that comparisons of results can be made between groups of learners. Standardisation can be carried out internally (by centres) as well as by Agored Cymru. |
| Tutor | A person who delivers Agored Cymru units/qualifications to learners and undertakes marking of learners’ assessment evidence. This involves using a particular set of criteria to make judgements as to the level of attainment a learner has demonstrated in an assessment. |
| Unit/qualification library | Agored Cymru’s library of approved units that can be found on the Agored Cymru website.24 |
| Validity | The degree to which an assessment measures what it is supposed to measure and the extent to which evidence and theory support the interpretation that the assessment outcomes meet their intended uses. |