



CLF Post 16 Internal Verification Guidance

What is Internal Verification?

IV means checking work is fit for purpose before it is handed out to students. For example:

1. Learning Objectives are clearly stated on the assignment/coursework brief.
2. Tasks related to the mark range for the criteria. Are the Tasks appropriate? Is the language and presentation appropriate?
3. Hand in/hand out dates.

OVERALL: Is the assignment fit for purpose?

IV also means checking the marked work is verified before been handed back to the students.

For example:

1. Has the work been assessed/marked appropriately?
2. Is the feedback constructive, linked to relevant grading criteria, and identifies opportunities for improved performance?
3. Does the grading decision need amending?

OVERALL: Is the feedback for the student fit for purpose?

Why is IV important?

It is now a mandatory process for all Vocational Programmes. Internal Verification is becoming the language used to describe all of the above and is designed to perform:

1. Work Scrutiny.
2. Moderation.
3. Standardisation.

The following is a process which aims to satisfy the demands of all our subjects in a standardised format which can be changed/amended but must contain the salient requirements.

The 4 steps of Internal Verification:

(Maximum requirement is 4 steps. An awarding body may provide assignments that are 'fixed' and cannot be changed therefore Step 1 is redundant).

1. Complete standardised assignment brief. If applicable cross reference with any associated course documentation.
2. Checking the work before it is handed out to the student.
3. Checking marked work before it is handed back to the students.
4. Ensuring an IV schedule is in place.

Internal Verification Guidance

Verifying Assignment/Coursework Prior to Issue

To be completed by Subject Leader (Internal Verifier)

The documents required:

- Check that the teacher marking the work has given you the most up to date version of the Assignment / Coursework.
- You should also have a copy of the unit specification and the grading criteria.

The Assignment / Coursework:

Check the following:

- Is the Assignment / Coursework relevant to the unit specification?
- Are the coursework outcomes indicated on the cover sheet? The Assignment/Coursework (see Appendix 3) should clearly state which outcomes the coursework is covering. There should be a tracking grid to indicate if and when the student has achieved the outcomes.
- Does the assignment / coursework actually require the student to cover the outcomes that it states?
- Are the tasks clearly stated and understandable? Are they achievable?
- Are the assessment /grading criteria specific and clear? Do they indicate exactly what the student must do to achieve a particular grade? Do they comply with the Awarding Body's criteria (where applicable)?
- Check the issue/hand in dates are current.
- Check accuracy of other data – title of coursework, unit title, name of teacher, etc.

The Authorisation:

If you are sure that all the conditions have been met you should confirm the assignment is fit for purpose on the IV Sheet initial and date in the 'IV Approved Prior to issue' box on the Assignment Brief.

Verifying Marked Coursework before it is handed back to the students:

To be completed by the Subject Leader (Internal Verifier)

The Internal Verification should occur before all marked coursework is returned to the students. So, you should obtain the IV samples from the teacher marking the work as soon as they have been marked, and conduct the IV promptly. The verified coursework can then be returned to the teacher marking the work to give back to the students at the same time as the rest of the coursework. You should also make time to discuss with the teacher marking the work any of your observations that may have implications for the coursework items that were not verified.

The Documents:

You should have a sample of coursework marked by the teacher marking the work. During the course of the programme, every assessor, every unit and work from every assignment should be sampled. The sample should be constructed in a way that assures the entire assessment process rigorously. There is no algebraic formula to determine sample size but a well-constructed sample should consider:

- The full range of assessment decisions made: work meeting distinction criteria, merit criteria, pass criteria, and no criteria, should all be included in the sample if possible.
- Experience of the assessor: new or inexperienced assessors should have more work internally verified than an experienced assessor.
- New BTEC programmes: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners: there is a difference to sampling a group of 6 learners to sampling a group of 160 learners.
- Issues with internal verification identified at previous external quality assurance or Quality Review and Development activity may increase the sample size.

The Subject leader should ensure that work from as many students as possible (ideally, all of them) is selected for IV over the course of the year. This should be outlined in the IV schedule for the year.

Please remember that **all** assignment briefs should be internally verified before being distributed to students.

You should use the provided Internal Verification Sheet (Before marked assignment is handed back to the student) sheet. This part of the process is the same as moderating coursework.

The Process

Complete the details – unit, teacher marking the work, title etc on the IV Sheet (see Appendix 2) most of this is already created on the sheet and simply needs checking and inserting.

Read the coursework. There is no need to re-mark the coursework but you need to confirm that the grade awarded by the teacher marking the work is appropriate for the standard of work submitted. You also need to check that the work has covered the outcomes, and the grading criteria, as stated on the assignment / coursework.

Read the feedback from the teacher marking the work. The feedback is Interim and Summative within the Assignment / coursework template, or the teacher marking the work may write it throughout the coursework, or it may be a combination of both. If the Feedback is summative only then please amend the template to suit.

In each case the feedback should be clear and thorough. It should be clear to the student what the strengths were of the coursework, and which aspects could have been improved. The student should be clear as to why they achieved that grade and what they needed to have done to achieve a different grade and the student feedback box should have been completed. The student has to have learned from the assignment / coursework. If they do not know what was good or bad about their work they may as well not have done the coursework in the first place. Good feedback is more useful than a grade.

- Has the teacher marking the work addressed skills issues such as spelling, grammar, style, referencing?
- Has the teacher marking the work indicated on the cover sheet that the outcomes have been met?

After Verification

Date and sign the IV sheet and sign the IV Sample grid on the Assignment / Coursework.

The teacher marking the work should record in the master grade file that the coursework has been IV'd. The subject leader should keep this file. However, sometimes the Verifier or the subject leader will record the grade. It is important that you ensure who is to record the IV process and note on the IV sheet the date when this was done.

Discuss with the teacher marking the work any issues that you have raised in your verification. Any contentious issues need to be discussed and, theoretically, if there is no agreement between the teacher marking the work and verifier, the verifier's view should be final.

Note:

The Subject Leader should have compiled an IV schedule for the year. You should ensure that you have a copy of the schedule for each of the courses on which you teach. You can then be pro-active in planning ahead your time for verifying, and can chase the tutors if you have not received coursework to verify at the time stated on the rota.

Sample size:

You should sample coursework marked by the teacher marking the work. The sample should be constructed in a way that assures the entire assessment process rigorously. There is no algebraic formula to determine sample size but a well-constructed sample should consider:

- The full range of assessment decisions made: work meeting distinction criteria, merit criteria, pass criteria, and no criteria, should all be included in the sample if possible.
- Experience of the assessor: new or inexperienced assessors should have more work internally verified than an experienced assessor
- New BTEC programmes: when a unit or programme is first introduced, the sample should be increased
- The size of the group of learners: there is a difference to sampling a group of 6 learners to sampling a group of 160 learners
- Issues with internal verification identified at previous external quality assurance or Quality Review and Development activity may increase the sample size.