



## Internal Verification and Assessor's Policy

<b>Policy:</b>	<b>Internal Verification and Assessor's</b>
<b>Approved By:</b>	<b>Board of Trustees</b>
<b>Approval Date:</b>	<b>30.04.2019</b>
<b>Next review Date:</b>	<b>30.04.2020</b>
<b>Policy Holder:</b>	<b>IBTI</b>

### 1. Introduction

This policy relates to the provision of an Internal Verification system for the courses operated by the International Bible Training Institute (IBTI). The IBTI Academic Manager and/or Internal Verifier( s) shall be responsible for ensuring that this policy is implemented effectively, reviewed and updated annually.

Internal verification is the process by which the college regularly samples and evaluates its assessment practices and decisions, and acts on the findings to ensure that learners receive fair and equal access to assessment, which is free from discrimination and is made by well-informed and well-supported assessors. The process provides the link between internal assessment and external verification systems and plays a key role in the quality improvement process.

### 2. Purpose of the Internal Verification Policy

The purpose of the Internal Verification system is to ensure that assessment decisions are consistent within the organisation and consistent with awarding body requirements.

### 3. Location of the Policy

The college will ensure that the policy is available to all students and staff and will also be on the IBTI website: [www.ibti.org.uk](http://www.ibti.org.uk).

### 4. Recording Verification Activity

The college will ensure that recording mechanisms provide evidence that internal verification has been carried out regularly and systematically and should show that it has occurred across candidates, units and assessors. The college acknowledges that it is good practice to evaluate the reporting procedures regularly to ensure that the recording mechanisms are fit for their purpose and that the information recorded is appropriate and useful.

The IBTI will ensure that records of all assessment and verification activity are kept both current and secure and are made available only to appropriate personnel and for external verification purposes.

Following final verification activity, it will be the responsibility of the Internal Verifier to liaise with the Academic Manager to ensure that all candidate certification claim forms are completed accurately and signed.



## 5. External Verification Visits

The IBTI will ensure that the Internal Verifier liaises with the External Verifier appointed by the awarding body to arrange an appropriate number of visits to the IBTI.

All necessary information, portfolios of evidence, candidate records and Internal Verification records will be made available to the External Verifier. Awarding body requirements must be met before, during and after the visit.

Any learning and assessing issues or concerns that have been raised by candidates, assessors or other IBTI staff that have not been satisfactorily resolved, will be raised with the External Verifier prior to the meeting, in order that these can be accommodated into the visit plan.

## 6. Requirements for Role of Internal Verifier

The IBTI will make sure that Internal Verifiers are trained and continuously developed so that assessment practice continuously evolves. The Internal Verifiers will:

- Have a relevant occupational background
- Hold an appropriate qualification in their vocational area
- Hold or be working towards the appropriate Internal Verifier qualification
- Meet any other competence requirements
- Will support and monitor assessors as they carry out their work.

## 7. Role and Responsibilities of Internal Verifier<sup>1</sup>

The role and support from the Internal Verifier (IV) is of paramount importance to the overall success, achievement and positive outcomes for the qualification.

The list below identifies many of the specific activities and the support which should be demonstrated by an IV:

- Explain why the internal quality assurance process needs to take place throughout the delivery and assessment of the qualification.
- Before starting the delivery and assessment, the IV should check against the scheme of learning, the qualification specification and the planned assessments, that all the learning outcomes and the ranges have been addressed. Any refinements needed should be completed by the Assessor, prior to issuing the assignments, assessments, tasks or projects to the learners.
- The IV will formally record findings when sampling assessments. They should check for validity, suitable tone and language of the tasks. Also that the tasks are fit for purpose and appropriate for the level of the qualification and presented in a manner which may be clearly understood by the learner.
- The IV should take participation in regular academic meetings with the team at IBTI and maintain records of meetings. It should be clear whether any actions are necessary, by whom and by when.
- Once the programme has commenced and the students are registered, the IV should devise a sampling matrix taking into account the relevant sampling characteristics.

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<sup>1</sup> Adapted from NCFE, *The Dream Internal Quality Assurer*, Hand-out -2, [website], <http://www.ncfe.org.uk/media/31871/The%20Dream%20IQA.pdf>, (accessed 16 March 2017).

- The IV should make the students aware of the sampling strategy and advise of dates when sampling is planned. This planning activity should be done with the cooperation of the Assessor and in relation to the assessment plan i.e. scheme of work.
- The IV should take into account any new members of staff to the team. For new Assessors the IV should sample around 50% of the students work.
- Undertake classroom observations with the Assessor and provide feedback.
- Keep to the sampling plan as much as possible. Provide written feedback to the Assessors promptly and discuss any findings and take appropriate action.
- Re-visit any sampling which was not up to standard when the first sampling of the assessment was done.
- Provide the Assessor with ideas for expanding the variety of assessment methods.
- Identify any areas for training and development for the Assessor i.e. updating occupational competence, attending specific training linked with the qualification or NCFE Assessor training.
- Acknowledge and praise good practice, either for assessment feedback to the students as well as the suitability of evidence presented to meet the learning outcomes and ranges.
- Record detailed written remarks when the sampling of assessment decisions takes place.
- Maintain active support and guidance. This is often done informally but is always well received by any assessors.
- Keep up to date with any changes made by NCFE to processes or procedures, or the content of the qualification standards.
- Keep the team informed when the External Moderator (EM) visits are planned.
- Prepare and brief the team for the EM visit. Check on past action points (if applicable) and ensure that any actions have been implemented.
- The IV should be present at the EM visit to receive the feedback and agree any actions or discuss recommendations.
- Be sure to de-brief the team once the EM report is received and carry out actions or recommendations.

## **8. Role and Responsibilities of Assessors**

The IBTI will make sure that assessors are trained and continuously developed so that assessment practice continuously evolves. The assessors will:

- a) have relevant qualifications, knowledge and/or experience in the subject area being assessed
- b) ensure that learners are fully briefed on assessment procedures and methods, including appeals procedures.
- c) involve learners in the assessment planning process
- d) provide constructive feedback to learners on assessments, discuss targets and areas for development on an individual basis
- e) adhere to the awarding body's assessment specification in the judgement of evidence towards an award
- f) record outcomes of assessment using appropriate documentation
- g) have responsibility for the following:
  - developing plans for assessing competence with learners
  - judging evidence criteria to make assessment decisions
  - providing feedback and support to learners on assessment decisions
  - contributing to the internal quality assurance process
  - choosing the best methods of assessing a candidate in relation to their individual circumstances

## **9. Complaints and Appeals procedure**

The IBTI acknowledges the right to appeal if a candidate is dissatisfied with an assessment decision made by an assessor. For this process please refer to the 3 stages indicated in the Assessment Policy. The main reasons for an appeal are likely to be:

- The candidate does not understand why the assessment decision has been made because of lack of, or unclear, feedback from the assessor.
- The candidate believes the assessor has missed, misjudged or misinterpreted some of the evidence put forward for assessment.
- Where the candidate does not agree with the assessment.

## **10. Mechanisms for Feedback**

Constructive comment for the continued improvement of this policy is welcomed and should be forwarded to the Administrator at [policies.data@ibti.org.uk](mailto:policies.data@ibti.org.uk).