



**Cheshire College**  
**South & West**

## Assessment and Internal Verification Moderation Policy

Key Information	
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ELT Post Responsible for Updating and Monitoring	Vice Principal – Innovation, Curriculum and Quality
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## **1. Aim/Scope**

- 1.1 This policy relates to all provision offered by the College where all or part of the programme is formally assessed.
- 1.2 This policy involves the following stakeholders:
  - 1.2.1 all staff;
  - 1.2.2 all learners; and
  - 1.2.3 all subcontractors.
- 1.3 This policy will not discriminate either directly or indirectly against any individual on the grounds of gender, race, ethnicity or nationality, sexual orientation, marital status, religion or belief, age, disability, socio-economic status or any other personal characteristic.

## **2. Assessment**

- 2.1 Assessment is the process by which a learner's skills and knowledge are reviewed to evaluate their progress in relation to criteria/targets set. The policy ensures that all learners are fairly, accurately and regularly assessed in a consistent manner and that no learner is discriminated either directly or indirectly on the grounds of gender, race, ethnicity or nationality, sexual orientation, marital status, religion or belief, age, disability, socio-economic status or any other personal characteristic.
- 2.2 Assessment also:
  - 2.2.1 provides diagnostic information that establishes the existing skill and knowledge of the learners which informs support needs and planning;
  - 2.2.2 allows learners to monitor their own progress;
  - 2.2.3 enables staff to review and develop their learning programmes to achieve their intended learning outcomes;
  - 2.2.4 provides evidence of progress and achievement to enable accreditation; and
  - 2.2.5 informs dialogue between learners and staff/assessors to ensure progression.

## **3. Principles of Assessment**

- 3.1 All assessment must be:
  - 3.1.1 **Authentic**  
All formal assessment activities must have processes in place to ensure that the achievement is the learner's/candidate's own work. Learners must sign a statement to this effect. Awarding Organisations have their own rules and regulations about authenticity and staff must make themselves familiar with them and abide by them.
  - 3.1.2 **Valid**  
The method of assessment and the evidence produced must be appropriate and capable of demonstrating the achievement of learning outcomes/competencies and related assessment criteria at an appropriate level. Assessment design must allow learners to achieve high grades and maximise progress where appropriate.
  - 3.1.3 **Reliable and Consistent**  
The assessment results must be standardised across the provision in line with College and Awarding Organisation procedures.
  - 3.1.4 **Fit for Purpose**  
Assessment must be fit for the learners and the learning taking place. The method of assessment must be clearly appropriate for the target group of learners and the context in which it is set.

## **4. Forms of Assessment**

- 4.1 Assessment may be initial, diagnostic, formative or summative.
- 4.2 Initial and Diagnostic Assessment  
Well planned initial and diagnostic assessment is integral to the induction process and it may also be appropriate at the start of a new module or unit. It:
- 4.2.1 establishes the existing skill, knowledge level and behaviour of learners;
  - 4.2.2 introduces learners to some of the skills and knowledge that they will need to acquire; and
  - 4.2.3 provides staff with information to help plan the programme of study and the individual sessions within it.
- 4.3 Formative Assessment  
Is developmental, supportive and on-going throughout the course.  
It involves a range of activities that confirms learning is taking place including:
- 4.3.1 finding out what knowledge and skills the learners have acquired;
  - 4.3.2 helping the staff member and the learner to plan next step;
  - 4.3.3 enabling the staff to provide effective and developmental feedback;
  - 4.3.4 encouraging motivation; and
  - 4.3.5 enabling learners to identify where they are within their learning journey and the progress made.
- 4.4 Summative Assessment  
Takes place at the end of a course/unit/module and often contributes towards a final assessment decision. It is used to measure how much learning has taken place. It:
- 4.4.1 enables learners to recognise their achievements; and
  - 4.4.2 justifies awarding a qualification or other recognition of achievement.

## 5. **Assessment Activities**

- 5.1 Any assessment will include a variety of assessment activities or methods, formal or informal mapped to learning outcomes/ performance indicators or criteria. These may include but is not restricted to:
- 5.1.1 observation of activities such as role plays, simulations, practical activities, performance etc;
  - 5.1.2 discussion ranging from unstructured informal conversations to guided discussion. This can be used in a group with a clear set of conditions for recording individual achievement or on a one to one basis;
  - 5.1.3 question and answer sessions, oral or written, formally or informally structured e.g., worksheet, quiz, IT digital based activities etc;
  - 5.1.4 structured tasks such as a research project, experiment, essay, case study, workplace task or presentation (*group or individual*); and
  - 5.1.5 examinations and tests, either seen or unseen, with formal structure and time restraints.

## 6. **Effective and Developmental Feedback**

- 6.1 Feedback is an important tool which enables learners and staff to understand key strengths and areas for development. Effective feedback is clear and provides next steps that leads to improvement. It includes feedback on literacy, including spelling, punctuation and grammar, and numeracy. High quality feedback contributes positively to behaviour management since it leads to increased motivation and engagement.
- 6.2 The principles behind effective feedback are:
- 6.2.1 the provision of feedback is a shared, two-way activity which aims to encourage dialogue and develop the self-assessment skills and independence of the learners;
  - 6.2.2 feedback must be focused; and
  - 6.2.3 Feedback should comprise of 3 elements: exactly what the learner has done well, what they have been less successful in doing and clear next steps which explain how improvements can be made. Even if a

learner has achieved a high standard of work, there should be feedback on how to improve further or gain more knowledge.

## **7. Assessment Roles and Responsibilities of the Teacher**

7.1 The teacher is responsible for:

- 7.1.1 planning assessment in accordance with the Awarding Organisation's guidelines and College policy;
- 7.1.2 ensuring assessment details are included in the scheme for learning and on ProMonitor;
- 7.1.3 ensuring learners fully understand the learning outcomes and assessment criteria before undertaking assessed work;
- 7.1.4 setting individual learner targets for the units/module they are responsible for delivering that provide stretch and challenge to maximise learner progress;
- 7.1.5 ensuring that assignment briefs have been internally verified prior to release and in line with Awarding Organisations' guidelines;
- 7.1.6 ensuring assessment decisions are internally verified prior to recording assessment outcomes on ProMonitor; and
- 7.1.7 returning marked work within 10 working days of submission, and in line with awarding organisation/external organisation's requirements.

## **8. Assessment Roles and Responsibilities of the Assessor**

8.1 The assessor is responsible for:

- 8.1.1 ensuring that each learner is aware of their responsibility with regards to the collection and presentation of evidence;
- 8.1.2 ensuring that the learner is fully briefed and understands the relevant assessment criteria / aspect of their apprenticeship programme;
- 8.1.3 advising the Learning Support and exams teams if a learner has any special assessment requirements.
- 8.1.4 if appropriate, completing the Individual Learning Plan and Progress Review, with the learner. logging all details on ProMonitor, Smart Assessor or the specified e-portfolio;
- 8.1.5 assessing the learner against the learning outcomes associated with elements of competency and knowledge;
- 8.1.6 contributing to the learner's on-going assessment plan to identify valid and sufficient evidence and assessment;
- 8.1.7 judging all evidence against learning outcomes to identify learner progress;
- 8.1.8 identifying gaps in evidence and discuss/agree remedial action with the learner;
- 8.1.9 if appropriate, carrying out regular observations of the learner within their workplace and provide written reports. Logging all details on Smart Assessor;
- 8.1.10 providing the learner with written/electronic feedback on assessment;
- 8.1.11 completing all awarding organisation and College documentation relating to the assessment process including electronic portfolio records. Logging all details on ProMonitor and/or Smart Assessor;
- 8.1.12 following the assessment guidance given by the Awarding Organisation and the Internal Verifier; and
- 8.1.13 attending standardisation meetings as required and liaising with the Internal Verifier and other assessors.

## **9. Assignment Extensions and Re-submission**

- 9.1 Where a learner is unable to submit an assignment by the stated deadline due to serious illness or other mitigating circumstances, the assessor or lecturer will require evidence of such circumstances e.g., doctor's letter, medical appointment or parent's letter.
- 9.2 Requests for assignment extensions not due to extenuating circumstances will normally be refused but must be considered in accordance with Awarding Organisation guidelines.

## **10. Internal Verification**

- 10.1 Internal verification/moderation is a process undertaken to ensure that:

- 10.1.1 assessment and grading is consistent across a course/programme;
  - 10.1.2 assessment assignments are fit for purpose- i.e., they enable the learner to produce evidence which meets the grading criteria/learning outcomes/assessment criteria etc; and
  - 10.1.3 assessment decisions accurately judge learner work/evidence against the grading criteria/learning outcomes/assessment criteria etc.
- 10.2 The role of the internal verifier/moderator is to ensure the quality of assessment by ensuring the accuracy and consistency of assessment decisions between assessors operating within an organisation and that assessors are consistent in their interpretation and application of the national standards set and monitored by the awarding organisation. In addition, they need to ensure that the College requirements for assessment and assessment feedback are met consistently across their courses/programmes.

*Please note: internal verifiers cannot verify evidence that they have assessed.*

## **11. Roles and Responsibilities of the Classroom Based Internal Verifier/Moderator**

- 11.1 The internal verifier/moderator for classroom-based delivery should have a good understanding of awarding organisation assessment requirements and have subject specific knowledge of the course/programme being delivered. Internal verification documentary evidence should be kept in a secure location for 3 years after certification.
- 11.2 The internal verifier should undertake verification of the following during the various stages of course/programme delivery:
  - 11.2.1 assignment briefs;
  - 11.2.2 work which contributes to assessment decisions; and
  - 11.2.3 assessment decisions;
- 11.3 All assignment briefs must be internally verified and amended as appropriate before issue to the learners to ensure that:
  - 11.3.1 the tasks and evidence will allow the learner to address the targeted criteria;
  - 11.3.2 the brief is written in a clear and accessible language;
  - 11.3.3 the tasks are vocationally relevant and appropriate to the level of the qualification;
  - 11.3.4 the brief is structured so that tasks provide stretch and challenge and encourage learners to achieve high grades; and
  - 11.3.5 equal opportunities are incorporated.
- 11.4 Assessment decisions should be internally verified soon after assessment and, ideally, before work is handed back to learners. Prior to the start of a course/programme, internal verification needs to be planned to cover every unit, every assignment and every member of staff. This plan should be available on ProMonitor.
- 11.5 There is no set formula for determining the sample size for internal verification but a well-constructed sample size should meet the Awarding Organisations sample sizes requirements and consider:
  - 11.5.1 the full range of assessment decisions made;
  - 11.5.2 the experience of the staff;
  - 11.5.3 new programmes: when a new programme or unit is introduced, the sample size should be increased;
  - 11.5.4 the size of the group of the cohort; and
  - 11.5.5 issues with previous internal verification.
- 11.6 The internal verifier/moderator reviews the assessment decision made against the criteria/learning outcomes and unit content in accordance with Awarding Organisation guidelines.
- 11.7 They should:

- 11.7.1 Record the Internal Verification process on the correct Awarding Organisation or College templates. All forms should include a signature and date to confirm authenticity;
- 11.7.2 check the learner work against the Awarding Organisation assessment criteria and judge whether it has been assessed accurately and the evidence provided is sufficient to warrant the assessment decision given;
- 11.7.3 check the feedback to the learner to ensure that it is supportive and developmental and that it includes feedback on English and maths in line with this policy;
- 11.7.4 ensure the feedback is linked to the Awarding Organisation assessment criteria; and
- 11.7.5 give feedback to the assessor that enables the assessor to improve the assessment process.

## **12. Lead Internal Verifier/Moderator**

- 12.1 For some programmes e.g., BTECs the role of the lead internal verifier is mandatory. The role of the lead internal verifier will be decided by the curriculum delivery team. The lead internal verifier oversees the internal verification activity in their subject and ensures that it is applied consistently. They are not expected to undertake all the internal verification themselves but will ensure that there is a suitable verification plan and they will sample verification and assessment across the qualification(s).
- 12.2 Lead internal verifiers should:
- 12.3 Undertake any training specified by the Awarding Organisation.
  - 12.3.1 train other staff, including those new to the College, to ensure that the assessment across the centre meets national and College standards;
  - 12.3.2 support the development of staff through standardisation exercises;
  - 12.3.3 ensure that there is an agreed assessment and verification strategy, which is fit for purpose and meets Awarding Organisation requirements;
  - 12.3.4 ensure the strategy is carried out effectively;
  - 12.3.5 ensure records of assessment and verification and current learners work are available for the Awarding Organisation;
  - 12.3.6 liaise with external verifiers/ standards verifiers to ensure appropriate samples of assessed and verified learners work is made available; and
  - 12.3.7 ensure that Awarding Organisation regulations regarding re-submission of work are adhered to.
  - 12.3.8 Address any actions on the External Verifier report and provide an update to the Quality department.

## **13. Roles and Responsibilities of the 'Work-Based' Internal Verifier/Moderator**

- 13.1 The internal verifier/moderator for work-based delivery should have a good understanding of awarding organisation assessment requirements and have subject specific knowledge of the course/programme being delivered. The internal verifier must have a formal internal verification qualification. Internal verification documentary evidence should be kept in a secure location for 3 years after certification.
- 13.2 The internal verifier will carry out the following activities in line with IQA requirements:
  - 13.2.1 sampling assessments;
  - 13.2.2 observing assessors carrying out assessments;
  - 13.2.3 standardising assessment tasks and assessment judgements;
  - 13.2.4 training assessors and other internal verifiers to ensure that the assessment across the centre meets national and College standards;
  - 13.2.5 liaising with external verifiers to ensure that sufficient samples of assessment decisions are provided for sampling; and
  - 13.2.6 checking the eligibility of assessors to undertake assessment against Awarding Organisation Requirements.
- 13.3 The Internal Verifier must ensure that the sampling strategy:

- 13.3.1 meets Awarding Organisation requirements;
- 13.3.2 covers, as a guide, 20-40% of assessment decisions;
- 13.3.3 covers all assessors, candidates, units, assessment methods and locations for each programme to ensure consistency between assessors over time and with different learners;
- 13.3.4 is an on-going process and includes formative/interim assessment decisions as well as summative/final assessment decisions;
- 13.3.5 includes an increased ratio of assessment decisions made by new or inexperienced assessors;
- 13.3.6 includes an increased ratio of assessment decisions for new qualifications/units;
- 13.3.7 checks that the evidence is valid, authentic, current, reliable and consistent; and
- 13.3.8 is implemented effectively and adhered to.

#### **14. Higher Education Programmes**

- 14.1 The principles outlined above apply equally to higher education programmes offered at the College.
- 14.2 Principles of assessment, assessment methodology, moderation and the role of the external examiner and external moderation are discussed during the induction process. Learners are also directed to collaborative HEI partner documentation (*such as programme handbooks for example*) for more information on assessment and moderation or, if the learner is engaged on a Pearson programme with the College, then they are directed to the BTEC Higher National Centre Guide to Quality Assurance & Assessment. document, which is available on the course teams page, on the HE Student SharePoint site, or from the Course Team Leader.