



INTERNAL VERIFICATION POLICY

STATEMENT

The Internal Verification (IV) Policy has been formulated to ensure that there is a coherent IV system across All In One Learning Centre to ensure that quality as determined by Lead and Awarding Bodies are satisfied.

The policy establishes common systems and processes to provide consistency and transparency for all candidates.

The policy underpins All In One Learning Centre's Mission Statement of providing high quality training and assessment of Candidates.

1- KEY OBJECTIVES

Through a common approach, All In One Learning Centre will demonstrate a coherent quality in all training programmes to Candidates and External Verifiers.

The establishment of the following criteria ensure the effectiveness of the system:

- Appeals against assessment procedures.
- Security and ownership of portfolio and assessment documentation
- Candidate entitlement
- Timescale for assessment feedback
- Entry for external test where applicable
- Provision for training team meetings and provides for management meetings.
- Arrangements for regular Internal Verification workshops
- Training and certification of staff to national standards
- Update of regular update of quality centre.
- Completion of regular Student and Employer evaluation forms and the section within review forms

The object is to create a high level of satisfaction for clients and with the Awarding Bodies.

2- IMPLEMENTATION

In order to ensure consistency throughout, centre-standardised documents will be used. These will include Tracking Documents, Internal Verification Reports, Assessor Sampling Checks, Internal Verification Sampling on Assessor Performance, Internal Verification Reports on Assessor Decisions and Candidate Feedback on Assessors Performance.

The Internal Verifiers will also be responsible for implementing and overseeing the centre's APL procedures.

Internal Verifiers will also ensure that all candidates are familiar with and understand Appeals against Assessment Decisions Procedures and how to make the appeal job profiles for Internal Verification, Skills Assessor and APL Advisors are included.

The sample size for Internal Verification for experienced and inexperienced Assessors will be 10-25%, whichever is greater, and 40% or 8 whichever is the greater.

Internal Verification will also ensure that a range of Assessment methods appropriate to both Candidate and the programme will be implemented.

The Training Manager will sample assessment decisions being made in the workplace and provide feedback to the Assessor and Workplace respectively.

Also reported back at regular Team and Management meetings will be the identification of workplace assessment sites and opportunities.

The lead Internal Verifier will co-ordinate all Internal Verification activities within the centre and hold regular meetings with other IVs.

The IVs for all programmes will be allowed specific time within their normal working arrangements to enable verification activities to be carried out satisfactorily at regular intervals.

3- ACCESS

All In One Learning Centre will keep the NOCN, Career Business Partnership, Employers, Funders, Parents, and Young People informed about programmes, their development and delivery.

All potential Candidates will undergo Initial Assessment at the Centre to assess their capabilities and suitability for enrolment onto programmes then given a period of access to several sessions with employers on a work experience basis prior to commencement of a training programme.

The outcomes of the Initial Assessment will be Accreditation and a career development plan. The plan will be revised and updated regularly, which will mirror a Personal Assessment and Training Plan (as per funders guidelines).

4- IQA PROCESS

The policies followed are there to make assessment accurate and eligible to the requirements for awarding body. This supports IQA and assessors to judge the standard of learners work to required standard. This is based on work be current, valid, accurate, concise with reliable etc. The Assessment Guidance gives IQA and assessor team an overview of what the learners should be required to show before achieving the unit. These are statements of what a learner can be expected to know, understand or do as a result of a assessment process and its monitoring. Hence, specific standards that learners need to meet in order to achieve success in a qualification or unit, or part of a unit. Therefore, learners are guided through the assessment tracking documents and introduction of records in the assessment stages to reach the outcome.



Each unit contains **Assessment Criteria** which specify the **standard** you are expected to meet to demonstrate that you have achieved a Learning Outcome. Learners must follow the instructions in the assignment precisely so that you can achieve the learning outcomes.

Assessment plan will have activities to be assessed per unit with a deadline as part of assessment monitoring and learners achieving unit's outcome will be recorded by administration to show progress per assessor and overall, it impacts on centre level where learners are is quantified.

The assignment will ask you to complete several **tasks**.

You must complete **each task** in the **format** required, for example if Task 1 asks you to produce a presentation you must do that.

2) Avoid malpractice:

- ✓ Do the assignment on your own.
- ✓ Do not copy from other people, books, or the internet.
- ✓ Use quotation marks around cited work and a referencing system acknowledging the sources you have used.
- ✓ Present work that contains correct, information

Learners are clear to understand the standards we expect of your work. Assessment process and monitoring is supported by administration, health and safety, special need, equal opportunity, diversity, safeguarding, and data protection policies.

5- INSTITUTION ACADEMIC MISCONDUCT POLICY

As it applies to Students The following are dishonest and therefore unacceptable and not allowed by the Institution:

- i) Taking someone else's work, images or ideas and passing it off as your own (This is called plagiarism)
 - ii) Using the computer, either the internet, or information stored on a portable media (CD, Memory Stick, etc) which belongs to someone else, and passing it off as your own
 - iii) Cheating, that is, acting unfairly or dishonestly to gain an advantage
 - iv) Secretly agreeing with others to cheat or deceive. (This is known as collusion)
- All these are called Academic Misconduct.

If you are discovered or suspected of doing any of the things shown in the list above, the Institution will investigate and may take action against you. (That is, you will be subject to disciplinary regulations).

6- CENTRE ADHERES TO AN AWARDING BODIES GUIDELINES.

To reflect own their IQA and assessment procedures, practices, and processes in order to meet regulations and policies in use.

Using the judgement of other people

Due to the spontaneous nature of some assessment opportunities, or to the difficulties imposed by timing, or location, there may be many occasions when a second-line assessor is not available to assess the performance of a candidate and is therefore obliged to rely on a third party to carry out the assessment of that candidate on their behalf.

It is essential in these circumstances that the assessor is confident that the third party is competent to assess the required elements, and that the judgement of that third party would be the same as that of the assessor.

Factors to be taken into consideration would be:

- Their level of expertise in the criteria being assessed.
- Their level of competence in the principles and practice of competence-based assessment
- Their understanding of the standards to which they are assessing.

The following two references are:

- An example of a third party carrying out an assessment for which I accept responsibility.
- My justification for using that third party.

GIVING FEEDBACK

- Give feedback at the earliest appropriate opportunity after the assessment.
- Before giving feedback always ask your candidate to comment on how they think they have performed
- When you receive feedback from the candidate you should acknowledge and respond to it.
- Focus on the positive at the beginning and end of the feedback - Acknowledge their achievement!
- Where the candidate has not achieved, identify why they have achieved and try to encourage them to identify an alternative approach.
- Only give feedback about things that can be changed.
- Remember - feedback says as much about the person giving it as the person receiving it. So, make sure that the feedback you give is helpful and useful.

7- SPECIAL ASSESSMENT NEEDS

To ensure that a candidate has open access to assessment, assessors must be aware that the candidate may have a special need which will have to be addressed and catered for.

A special assessment need is a need which is beyond the norm. This does not necessarily mean a need arising from a mental or physical disability; it can be cultural, ethnic, sexual, economic, psychological etc.

To determine whether or not a candidate qualifies for special consideration, with reference to being given a fair opportunity to demonstrate competence, the assessor must consider the context of the assessment.

e.g. If the usual medium for extracting information from a candidate is a written report, then a dyslexic candidate has a special need, as the "written report" is merely the conduit by which information is passed, and in this case it is inappropriate. However, if the competence being assessed is report writing, the dyslexia cannot be given special consideration.

To summarise:

The mode of assessment may be adjusted to suit the needs of the candidate, but the standard of the competence being assessed must be maintained.



8- STAFF TRAINING PLUS OBSERVATION:

IQA will provide training as part of the induction to a newly staff. For the existing staff training is offered as update when a new programme is been run. In addition, staff will take part in standardisation meeting as part of CPD, Feedback from session observation will result in staff training, feedback, and discussion with a tutor.

9- STANDARDISATION MEETING + ADMINISTRATION

Assessment practices between Assessors will be standardisation. This will action plan for needs of admin team (paperwork) sent to the awarding body as required.

Continued: All Learners records of registration and tracking of assessment are kept safety and organised in the portfolio. For IQA Activity assessment has been based on principles of assessment is being valid consistent, current, sufficient, authentic and reliable. Sampling plan for the centre is updated for every qualification which includes formative/ interim / summative sampling.

Standardisation meeting is at the start, middle and end of the programme to ensure admin and assessment processes are followed and that assessment outcome is opened upon for assessment validity comparing evidence across a number of learners (i-e observation report to discuss/ compare to decide whether they meet requirements). Follow assessor's feedback to reach decision.

10- RESOURCES

Centre resources to deliver courses are provided to maintain quality of the Centre recourses. IT, book, tutors, and good quality teaching facilities are provided as part of learner journey.

11- COMPLAINT

Are handled from learner's +staff – as per NOCN Handbook Guidline