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GENERAL INFORMATION

1	Document category		Procedure	
2	Document approver		Council of Institutes	
3	Minimum list of document users to be notified upon release of document update		All College, Institute and Academic Staff	
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	Change history (Section / change details) Updated procedure to reflect implementation of IV process via CMIS workflow.			

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NOTE: The Internal Verification (IV) process shall be conducted via the College Management Information System IV (CMIS - also known as 'Classter') IV workflow.

The IV workflow includes the following minimum, mandatory processes:

- 1. Uploading of draft assignment brief by Lecturer/Assessor**
- 2. Approval (IV) of assignment brief by Internal Verifier**
- 3. Publishing of assignment brief by Lecturer/Assessor**
- 4. Approval (IV) of assessment decisions by Internal Verifier**
- 5. Publishing of results by Lecturer/Assessor**

1. PURPOSE OF DOCUMENT

This document describes the internal verification procedure of the assignment brief and assessment decisions.

2. SCOPE OF DOCUMENT

This document applies to all MCAST (including MG2I) Lecturers (full-time and part-time), Assessors, Internal Verifiers, Coordinators, Unit Owners (IICT only), Institute Management, Curriculum and QA staff that are involved in the process of internal verification and standardisation of assessment instruments of full-time and part-time accredited courses and programmes.

This document is intended to provide a supportive process that encourages all involved to develop good internal verification practices.

3. RATIONALE FOR INTERNAL VERIFICATION

Internal verification is an internal quality assurance process that, if conducted correctly, ensures that:

- Assessment instruments are fit for purpose, hence, providing the Learner with the opportunity to present the evidence required by the assessment criteria;
- Assessment decisions assess the Learner's work fairly, accurately and consistently against the unit assessment criteria.

A robust internal verification process allows issues to be identified at the input stage of the assessment process and addressed before they reach the Learner at the output stage of this quality assurance process.

The internal verification process is also an opportunity for collaboration between staff members. Through dialogue and discussion, assessment provision can continuously improve, thus, ensuring fair, accurate and consistent assessment judgements.

Well implemented internal verification helps defend Assessors' decisions in the case of academic challenges during Institute and Corporate Appeal Boards.

The internal verification process ultimately ensures that the College qualifications have the required validity and recognition.

4. THE ROLE OF THE INTERNAL VERIFIER

The Internal Verifier is to ensure the reliability and validity of assessment and the quality assurance of the assessment process.

The Internal Verifier undertakes verification of:

- Assignment Briefs; and
- Samples of Assessment Decisions.



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An Internal Verifier will, most of the time, also be an Assessor. In these instances, Internal Verifiers cannot internally verify their own Assignment Briefs and/or samples of Assessment Decisions.

The Institute Directors, and the Learning Support Unit Deputy Director/Education and Training Programmes Director in the case of Key Skills Units, shall nominate a number of lecturing staff to act as Internal Verifiers, as per the provisions of the Collective Agreement.

Internal Verification skills can be taught and developed. All members of the Academic Staff may, therefore, be given Internal Verification duties, including new members of staff. Selected Internal Verifiers should, therefore:

- a) Simultaneously, have experience as a vocational tutor and assessor;
- b) Be familiar with the subject area;
- c) Understand assessment methodology;
- d) Attend training.

5. THE ROLE OF THE COORDINATORS

There are, in general, three Coordinator roles, namely:

- a) Key Skills Coordinator (KSC);
- b) Institute Vocational Coordinator (IVC);
- c) MG2I Programme Coordinator (MPC).

The KSC, IVC and MPC Coordinators have a direct role in the internal verification process that includes (refer to note below for Institute for Information and Computer Technology - IICT):

- a) Coordinating and monitoring the internal verification process under their respective area of responsibility;
- b) Intervening and resolving issues when there are differing interpretations between the Internal Verifier and the Assessor, and, where necessary, refer to the Director/Deputy Director concerned;
- c) Verifying samples of internally verified assignment briefs and assessment decisions;
- d) Supporting Internal Verifiers in developing their internal verification skills (in collaboration with the Education and Training Programmes and QA Departments);
- e) Ensuring records of internally verified assignment briefs, assessment decisions and other records are maintained (in the Master File or soft copy electronic format with organisational back-ups).

For Institute for Information and Computer Technology:

Note: The following section describes the internal verification responsibilities that are specific to the **Institute for Information and Computer Technology**.

Role of IVC

- a) Verify assignment briefs ensuring consistency throughout the programme where different lecturers teach the same unit to different groups;
- b) Coordinate and monitor the internal verification process under the respective area of IVC responsibility;
- c) Verify samples of verified assessment decisions;
- d) Intervene and resolve when there are differing interpretations between the Internal Verifier and the Assessor, and, where necessary, refer to the Director/Deputy Director concerned;
- e) Ensure records of internally verified assignment briefs, assessment decisions and other records are maintained via the CMIS;
- f) Support Internal Verifiers in developing their internal verification skills (in collaboration with the CPD and QA Departments);

Role of Internal Verifier

Conduct Internal Verification of a sample of assessment decisions for all lecturers delivering and assessing same unit;

Role of Lecturer / Assessor



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In consultation with other lecturers delivering the same Unit (same level), design the assignment brief and upload draft for internal verification by IVC.

6. SCHEDULING OF INTERNAL VERIFICATION

At the start of each semester, the Institute Vocational Coordinator (or person, as assigned by the Director/Deputy Director of Institute/Centre) is to plan the scheduling of both the internal verification of Assignment Briefs and the respective internal verification of samples of Assessment Decisions. Internal verification of assessment instruments and samples of assessment decisions must be carried out in a timely way throughout the year/semester.

- Assignment Briefs shall, generally, be internally verified within two (2) college weeks following submission for internal verification to the internal verifier and within only a few days for any subsequent iterations.
- Assignments shall generally be marked and internally verified within three (3) college weeks of the published submission date.

7. RESOURCES NEEDED BY INTERNAL VERIFIER TO CONDUCT INTERNAL VERIFICATION OF ASSIGNMENT BRIEFS

The Internal Verifier requires access to the following documents before commencing the internal verification of the assignment brief:

- The filled-in 'Assessment and Internal Verification Front Sheet' by the Lecturer together with the draft Assignment Brief;
- The Unit specification that provides the Assessor and Internal Verifier with the current list of unit learning outcomes and assessment criteria (available from the Curriculum Repository);
- The Grading rubric / Model answer sheet that is to accompany the final version of the assignment;
- The internal verification schedule and sampling plan;
- The College Regulations that provide the continuous assessment policy for each programme level including the requirement for internal verification.

Reference Documents:

Doc 003: College Programme Regulations (MQF A & B, 1,2 and 3)
Doc 004: College Programme Regulations (MQF 4)
Doc 005: College Programme Regulations (MQF 5,6 and 7)
Doc 076: Assessment and Internal Verification Front Sheet (Individual Criteria)
Doc 079: Assessment and Internal Verification front Sheet (Grouped Criteria)
Doc 023: Id-Dokument tal-Assesjar u l-Verifikazzjoni Interna (Kriterji Magħquda)
Doc 024: Id-Dokument tal-Assesjar u l-Verifikazzjoni Interna (Kriterji Individwali)
Guidelines for Internal Verification of Assignment Brief: Appendix 3 (below)

8. INTERNAL VERIFICATION OF ASSIGNMENT BRIEF

Tasks in the assignment briefs (home-based, time constrained, project-based, synoptics, etc.) shall be designed in line with the Learning Outcomes and Grading Criteria available via the unit specifications (available online in the Curriculum repository) and as per College Programme Regulations. Alterations, deductions or additions to the Learning Outcomes and Grading Criteria, as detailed in the unit specifications, is strictly prohibited.

The assignment brief can only be 'published' (dissiminated) upon completion of the whole internal verification cycle via the CMIS IV workflow, as outlined below.

- The draft of the assignment brief is to be uploaded via the CMIS IV workflow by the Lecturer/Assessor, together with the filled-in 'Assessment and Internal Verification Front Sheet'.
- The Internal Verifier will review the Assignment Brief and ascertain its fitness for purpose according to the internal verification guidelines (refer to Appendix 3 below). The Internal Verifier shall provide feedback for improvement, (if any), to the Lecturer/Assessor via the CMIS IV workflow. Records of exchanges



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between the IV and Lecturer/Assessor are considered as evidence of a robust quality assurance process and shall be recorded via the CMIS IV workflow.

3. This process is to be repeated, as necessary, until the Internal Verifier and the Lecturer agree on the final content and format of the assignment. Verbal discussion between Lecturer/Assessor and Internal Verifier is encouraged however decisions are to be recorded via the CMIS IV workflow.
4. The final version of the Assignment Brief is indicated as approved by the Internal Verifier via the CMIS IV workflow. The Assignment Brief cannot be published unless thus approved by the Internal Verifier. Once, formally and officially approved by the Internal Verifier, the Lecturer/Assessor may publish the assignment, once again, via the CMIS IV workflow.



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9. RE-USING ASSESSMENTS

In the effort to have continuous development and improvement of assessments, Lecturers should check whether the assessment brief submitted for internal verification has already been delivered to Learners in previous years/semesters. If an assignment is identical or very similar to a previous one, the Lecturer/Assessor should alter or improve the assessment instrument. The same assignment cannot be issued in consecutive years of the course.

However, where assignments of similar nature may be necessary, the Lecturer/Assessor must make sure that the question is sufficiently different as not to promote copying and/or plagiarism.

10. SELECTION AND SAMPLE SIZE (IV OF ASSESSMENT DECISIONS)

The sample selection of assessment decisions is automatically generated by the CMIS. Notwithstanding, the human element personified in the Internal Verifier, is crucial to any automated system, particularly where education is concerned. When determining the adequacy of the sample, the Internal Verifier is to take into consideration the following:

- The size of the sample shall be representative of the number of Learners in the cohort(s), generally, equal to 10% of the class size, with a minimum sample of three (3) Learners (Refer to Table below);
- The need to internally verify an assessment decision other than that automatically generated by the CMIS: the system caters for this eventuality, either by replacing or adding to the sample;
- High, medium and low range of the Learners' results are included in the sample;
- New programmes: When a unit or programme is first introduced, the sample size should be increased;
- Known issues with internal verification: These may have been identified by previous internal verification or quality assurance processes and shall necessitate an increase in the sample size.

The human element and the Internal Verifier's judgemental skills are highly pertinent to the following:

- a) If the Lecturer/Assessor is delivering and assessing the same unit in a number of classes, the Internal Verifier shall select, from the CMIS automatically generated sample, a sample of assessed work equal to 10% of the number of Learners from all of the Lecturer's/Assessor's classes, proportionately across all classes (refer to Table below).
- b) In the case of a Key Skills unit that is contextualized according to a particular Institute (or Centre), the sample cannot be drawn across the Institutes, but only from the specific Institute where the assessment was contextualized.

The table below is intended to illustrate the calculation of the sampling size as explained above.

Example for one cohort /Lecturer per Unit (Unit delivered and assessed by one Lecturer in one Class only)		
Class size (number of students)	10 % (number of samples)	Minimum number of samples
20	2	3

Example of same Unit, multiple cohorts, same Lecturer (Unit delivered and assessed by one Lecturer in multiple classes)				
Number of students per class lectured / assessed by Lecturer (for the same Unit *)	Class size (example)	Total number of students	10 % sample	Proportionate Sample per class (approx.)
Class 1	24	59	5.9 = 6	2
Class 2	22			2
Class 3	10			1
Class 4	3			1

(*) In the case of a Key Skills unit that is contextualized according to a respective Institute, the sample cannot be drawn across the Institutes, but only on a per Institute basis.



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11. RESOURCES NEEDED BY INTERNAL VERIFIER TO CONDUCT INTERNAL VERIFICATION OF SAMPLES OF ASSESSMENT DECISIONS

The Internal Verifier requires access to the following documents before commencing the internal verification of the samples of assessment decisions:

- The filled-in 'Assessment and Internal Verification Front Sheet' and the graded scripts of the sample as uploaded on the CMIS/Moodle;
- The Rubric / Model answer sheet accompanying the final version of the assignment;
- The results of all the class.

Reference Documents:

Doc 003: College Programme Regulations (MQF A & B, 1,2 and 3)

Doc 004: College Programme Regulations (MQF 4)

Doc 005: College Programme Regulations (MQF 5,6 and 7)

Doc 076: Assessment and Internal Verification Front Sheet (Individual Criteria)

Doc 079: Assessment and Internal Verification Front Sheet (Grouped Criteria)

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Doc 024: Id-Dokument tal-Assesjar u l-Verifikazzjoni Interna (Kriterji Individwali)

Guidelines for Internal Verification of Samples of Assessment Decisions: Appendix 4 (below)

12. INTERNAL VERIFICATION OF SAMPLES OF ASSESSMENT DECISIONS

The Internal Verifier verifies the samples (of assessment decisions) according to the Internal Verification Guidelines provided in Appendix 4 (below).

Scenario 1: Sample meets requirements of Appendix 4

If the Internal Verifier agrees with the Assessor's assessment decisions on the sample taken, the Internal Verifier approves the publication of results via the CMIS. The system notifies the Lecturer/Assessor of the Internal Verifier's approval of the results of the sampled Learners' work (and, hence, that of the rest of the class), upon which the Lecturer/Assessor can disseminate results to the Learners via the CMIS IV workflow (refer to schematic in Appendix 2).

Scenario 2: Sample does not meet requirements of Appendix 4 but corrective action taken by Lecturer/Assessor

Should the Internal Verifier encounter one or more issues related to the way the Learners' work has been assessed by the Lecturer/Assessor, the Internal Verifier is to discuss the issues with the Lecturer/Assessor. The Internal Verifier may request to select additional samples. If the issues are resolved and agreed upon by the Lecturer/Assessor, the Lecturer/Assessor is required to implement the necessary adjustments to the work sampled (and also non-sampled, if so indicated by the Internal Verifier). Upon confirmation by the Internal Verifier that the necessary changes have been implemented by the Lecturer/Assessor, the Internal Verifier approves the publication of results via the CMIS. The system notifies the Lecturer/Assessor of the Internal Verifier's approval of the results of the sampled Learners' work (and, hence, that of the rest of the class), upon which the Lecturer/Assessor can disseminate results to the Learners via the CMIS IV workflow (refer to schematic in Appendix 2).

Scenario 3: Sample does not meet requirements of Appendix 4 and support of Coordinator is requested.

Should the Internal Verifier encounter one or more issues related to the way the Learners' work has been assessed by the Lecturer/Assessor, the Internal Verifier discusses the issues with the Lecturer/Assessor. The Internal Verifier may request to select additional samples. If no agreement is reached, the Internal Verifier refers the matter to the Coordinator. The Lecturer/Assessor, Internal Verifier and Coordinator will discuss the matter and come to a decision. The Coordinator may request the Lecturer/Assessor to submit more samples. The Coordinator is expected to decide upon the matter and instruct the Internal Verifier and Lecturer/Assessor accordingly. If a decision cannot be reached, the matter is referred by the Coordinator to the Institute/Centre Director/Deputy Director concerned in the case of Vocational Units and to the Education and Training Programmes Director in the case of Key Skills Units. Once a decision has been reached, upon



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confirmation by the Internal Verifier that the necessary changes (if applicable) have been implemented by the Lecturer/Assessor, the Internal Verifier approves the publication of results via the CMIS. The system notifies the Lecturer/Assessor of the Internal Verifier's approval of the results of the sampled Learners' work (and, hence, that of the rest of the class), upon which the Lecturer/Assessor can disseminate results to the Learners via the CMIS IV workflow (refer to schematic in Appendix 2).

In all scenarios, the Lecturer/Assessor is to ensure that the Learners' results are not disseminated before the Internal Verifier has formally and officially approved their release via the CMIS via the CMIS IV workflow.

The Lecturers/Assessors and Internal Verifiers are encouraged to retain mails and/or minutes of meetings or communications, as such evidence can be requested by an internal/external auditor as evidence of the robustness of the process.

Assessment results cannot be issued to the Learners by the Lecturer/Assessor before the completion of the entire Internal Verification process.

13. STANDARDISATION

In cases where more than one Lecturer/Assessor is delivering and assessing a unit, the Lecturers/Assessors need to conduct a standardisation exercise in order to make sure that the same parameters are being applied by all the Lecturers/Assessors. The Internal Verifier should play an active role in the standardisation of assessment. Standardisation must be carried out by the Lecturers/Assessors before the grading of the Learners' work and, hence, before internal verification takes place via the CMIS IV workflow.

The purpose of the standardisation exercise is to agree on a grading standard by the Lecturers/Assessors concerned. The Lecturers/Assessors discuss and mutually assess the same sample of Learners' work, enabling all parties to reach a consensus. This exercise must be carried out with reference to the assessment criteria and assessment guidance provided in the qualification/unit specification. Once an agreement has been reached between the Lecturers/Assessors on the grading standard, they can then proceed with assessing the Learners' work they are individually responsible for. The internal verification process should then take place via the CMIS IV workflow.

14. OPPORTUNITY FOR CONTINUOUS IMPROVEMENT

Following the process of assessment sampling and verification practices via the CMIS IV workflow, the Internal Verifier should provide feedback to both the Institute/s, Centre/s, Learning Support Unit and the Continuous Professional Development/Quality Assurance/Education and Training Programmes Department to make sure that the necessary measures are taken for continuous professional development and review/improvement of programmes and processes.

15. THE ROLE OF THE QUALITY ASSURANCE DEPARTMENT

The Quality Assurance Office oversees the internal verification/standardisation of the assessment activities carried out in the College, thereby ensuring consistency of approach in internal verification/standardisation, such that Learners have access to fair and reasonable assessment. At an operational level, this is achieved through the sampling of internally verified work by QA staff or its appointed personnel for Lead Internal Verification purposes.

16. LEAD INTERNAL VERIFICATION

Overview of internal verifiers' work is crucial to assessment validity and reliability. The role also inclines to resolving problems with consistency and enabling innovation. Additionally, this analytical exercise highlights factors which would benefit from attention and improvement in assessment skills and competences, particularly as these areas are considered elemental to the vocational education and training being delivered by MCAST.



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17. DOCUMENT RETENTION

Internal verification documentation, along with the assessment records, shall be available and stored via the CMIS IV workflow.

18. SECOND BLIND MARKING (MVEAR)

18.1 Introduction

The internal verification process of the Masters in Vocational Education Applied Research 4.0 programme requires a Second Blind Marking verification strategy.

Second Blind Marking is the assessment of student work by an internal verifier in order to ensure that the mark or grade awarded by the assessor is fair and consistent.

The Blind Second Marker marks the work independently of the assessor, formulating their own judgement, and is not aware of the students identity and the assessor's assessment decision when determining their own mark.

18.2 Procedure for MVEAR assignments

18.2.1 Sample Size

The MVEAR assessments are assigned to various Assessors for the same cohort. The sample size to be selected for Second Blind marking purposes is as follows:

Number of assignments allocated to one assessor	Minimum Sample Size for Second Blind marking
1 - 5	1
6 – 10	2
More than 10	3

18.2.2 Preparation of Sample

- The Course coordinator is to select the sample as per table above, making sure that work from different assessors work is selected whilst also ensuring that the selection includes a range of marks (from failed to high marks) to offer a perspective of the curve of marks. The samples forwarded to the Second Blind marker are to be anonymized and without grading or annotations.
- The sample(s) is to be forwarded to the Second Blind Marker together with the blank grading rubric .

18.2.3 Moderation of Results of Assessor and Second Blind Marker.

- The Course coordinator is to determine the outcome of the second blind marking process as per table below:

Scenario	Decision
Difference between the Assessor mark and Second Blind Marker marker is within +/- 10	Assessor mark is confirmed
Difference between the Assessor mark and Second Blind Marker marker is greater than +/- 10	<p>Step 1 : Coordinator is to set-up and participate in meeting between Assessor and Second Blind Marker in order to moderate the result. A consensus is reached as to which rubric (whether that of the original assessor or that of the second blind marker) is to be recognized as the final one.</p> <p>Step 2: If a consensus is not achieved, the average of the two marks is assigned to the student and a new rubric is created between the feedback of the original assessor as well as that of the second blind marker.</p> <p>The Course Coordinator and marker are to sign-off the amended grading rubric.</p>



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b) The Table below provides an example to the above:

Mark by Assessor	Mark by IV	Difference	Reason	Decision
61	69	+ 8	If the average is within ± 10 marks of the original assessor's mark, the assessor's mark is confirmed	To remain 61
73	68	- 5		To remain 73
78	60	- 18	If the average is outside the ± 10 marks of the original assessor's mark, the mark closest to the assessor's mark is chosen	If consensus is not reached, the mark will be 69
58	78	+ 20		If consensus is not reached, the mark will be 68

Note: All final results are to be rounded to nearest integer.

c) Lead Internal Verification

The Course Coordinator is to submit the scripts, filled-in rubrics and blind second marking documentation to the QA Department for a lead internal verification process (within one week after the results have been issued to the cohort).

18.3 CONTUNUAL IMPROVEMENT

The mediation process by the Course Coordinator - with the involvement of the Institute Director - between the Assessor and the second Blind Marker is an opportunity for improvement that is intended to ensure that the rubric and that the assessment criteria provided to the students are clear and achievable. The outputs of these mediation sessions should be followed-up in this context.



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APPENDIX 1: Definition of Terms

CMIS: College Management Information System (also known as 'Classter').

Internal Verification: An approach to quality assurance based on peer support and review that enables Lecturers/Assessors to integrate quality into internal assessment from start to finish throughout the whole process of:

- a) pre-delivery — understanding standards;
- b) ongoing support for Lecturer/Assessor and sampling of Learner evidence;
- c) post-delivery reflection and review.

Internal Verifier: Is usually a member of the academic staff who is appointed by the Director to carry out quality checks to ensure that the assignment is fit for purpose and that the assessment decisions are fair and consistent.

Institute Vocational Coordinator: Is usually a member of the academic staff whose role is also to monitor and coordinate the internal verification process at the Institute, at subject area level.

Lead Internal Verifier: Is usually a member of the QA Department who monitors the overall internal verification process at College Level.

Internal Verification Schedule: Plan to ensure all units and all Lecturers/Assessors are sampled during the year. The following should be quality assured by internal verification:

- a) all programmes
- b) all units
- c) all Assessors
- d) all Assignment Briefs
- e) sample of assessed learner work for each unit/assignment

Lecturer/Assessor: Is usually a member of the academic staff who is entrusted to design the Unit Assignment Brief, supports Learners to achieve the Unit Assessment criteria, makes the final judgment on Learner work and gives feedback on Learner performance throughout and on assignment results following the Internal Verification process.

Assignment Brief: A document which includes tasks/activities that tell Learners what to do to demonstrate the achievement of skills, understanding and knowledge for each unit. It should be embedded in a vocational setting/scenario, cross-referenced to assessment criteria, using appropriate language, and should also be internally verified before issued to Learners.

Assignments/Coursework: Tasks or exercises performed by the Learner as part of a course of study. The Learner's work shall be expected to fulfil the learning outcomes of a study unit.

Assessment Criteria: Descriptions of what the Learner is expected to do in order to demonstrate that a learning outcome has been achieved.

Formative Feedback: Feedback from the Lecturer/Assessor, indicating level of achievement cross-referenced to assessment criteria. This should support Learners, guiding them on what to do to improve achievement (feed forward). Final feedback should only be given once internal verification of the Learners' assessed work is approved.

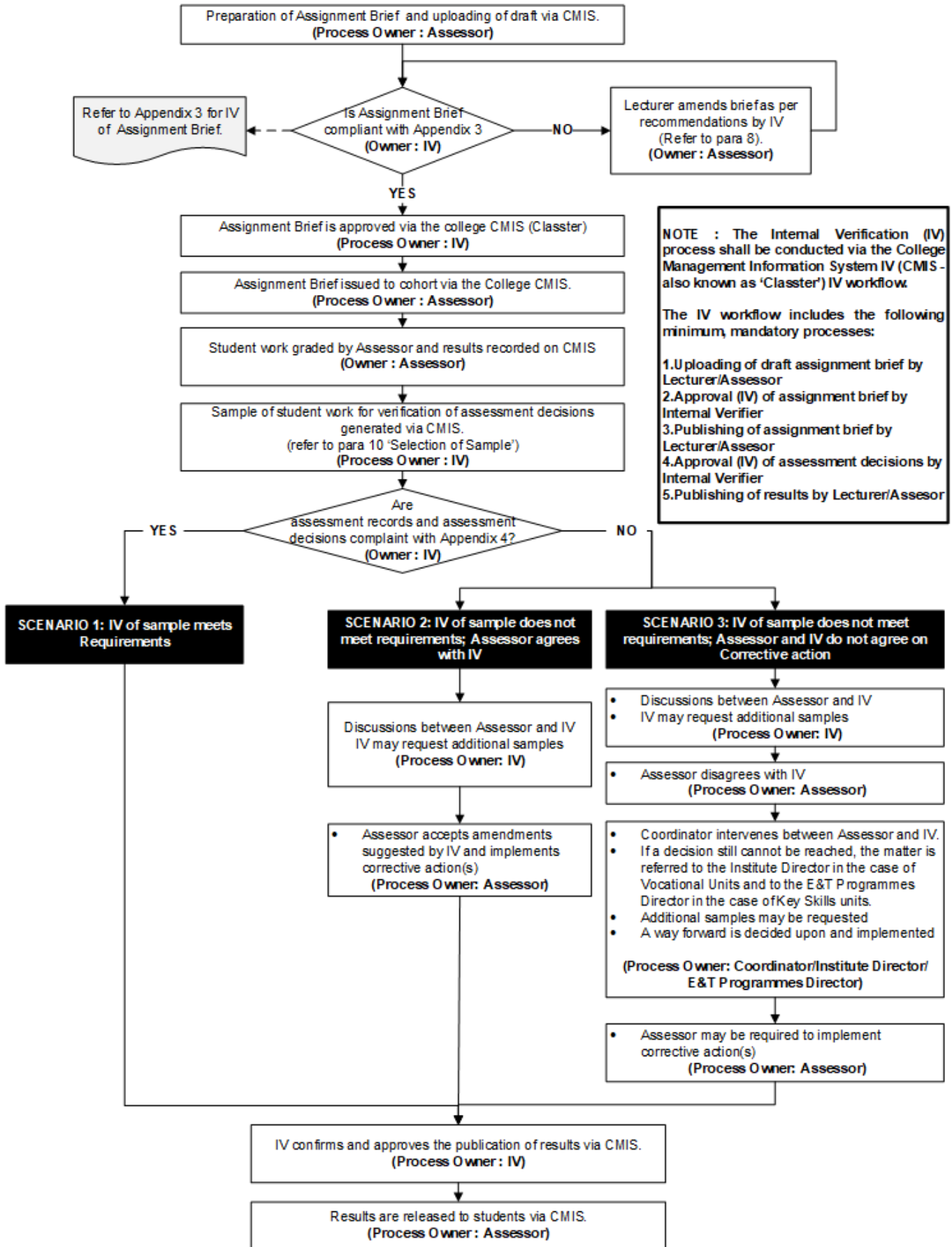
Internal verification sample: A representative number of Learners' work which is used for Internal Verification.

Assessment Record: A document showing achievement for each unit by each Learner. Also ensures that the correct units have been delivered and achieved. Learner can see progress towards achieving the overall qualification grade.



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Appendix 2 : Internal Verification Process



NOTE : The Internal Verification (IV) process shall be conducted via the College Management Information System IV (CMIS - also known as 'Classter') IV workflow.

The IV workflow includes the following minimum mandatory processes:

1. Uploading of draft assignment brief by Lecturer/Assessor
2. Approval (IV) of assignment brief by Internal Verifier
3. Publishing of assignment brief by Lecturer/Assessor
4. Approval (IV) of assessment decisions by Internal Verifier
5. Publishing of results by Lecturer/Assessor



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APPENDIX 3: Internal Verification of Assignment Brief

The Internal Verifier should confirm that:

Requirement	
All fields on the 'Assessment and Internal Verification Front Sheet' relating to programme, unit, assignment and Lecturer/Assessor are filled in correctly including information on whether the assessment is for the whole or part of a unit	
All criteria being assessed are listed on the 'Assessment and Internal Verification Front Sheet'	
Learning Outcomes and assessment criteria match with the unit specification	
Assessment criteria are actually addressed by tasks	
Each task shows which criteria is being addressed and the marks allotted per task	
Evidence the Learner needs to provide is clearly stated in the tasks	
Evidence which is appropriate and sufficient is likely to be generated	
Activities/tasks are set at the appropriate level	
The amount of work asked of Learners is justified by the qualification/unit level	
The Learner's role and tasks are vocationally relevant and appropriate to the level of the qualification/unit	
The completion time period is of an appropriate duration	
Suitable and relevant vocational language is used	
The format of the assignment brief is accessible to all (see Note 2 below)	
Ensure that equal opportunities are incorporated	
Question numbers and sections are correctly indicated	
Where witness statements are required, these should be clearly stated, requesting an observation record sheet and photographic evidence of the task carried out	
The scenario provided is vocational in nature, comprehensible and helps the Learner relate to the tasks	
Tasks are clear enough for the Learner to be able to understand what is required	
Tasks require not more than what is being asked in the assessment criteria	
A task is assessing the whole criteria or the words 'part of' are being used appropriately	
The tasks and evidence will allow the Learner to address the targeted criteria	
Tasks are written in clear and intelligible language	
The Lecturer/Assessor has taken into account coverage of the unit content and assessment guidance	
The assessment reflects the breadth and depth of knowledge and understanding identified in the content	
The rubric/marking scheme/model answer will help the lecturer/assessor distinguish between the level of quality of the work submitted	
If suggested, the word count is realistic	
All relevant assessment criteria for the unit(s) are covered by the assignment(s)	

Note1: If any of the above criteria is/are not satisfied, the Assignment Brief should be returned to the respective Lecturer/Assessor for rectification via the CMIS IV workflow.

Note 2: Accessibility

Font:

- Size/Type – minimum font size of 12pt should be used;
- A sans-serif type face such as Verdana, Calibri or Arial;
- Avoid underlining and use of italics. It is better to use bold to format documents;
- Ensure documents are left aligned, not fully justified.

Spacing: Minimum 1.15.

Content:

- Ensure no information is conveyed by the use of colour alone but use bold too. This will mean that those with colour blindness can also identify the important items;
- When using abbreviations and acronyms write these in full on the first occasion they are used;
- Make sure charts, tables and images have meaningful labels and follow the principles above.
- Try and make sentences as short and simple as possible, avoiding long paragraphs and blocks of text without simplifying the text.



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APPENDIX 4: Internal Verification of Sample of Assessment Decisions

The Internal Verifier should confirm that:

Requirement	Check
All fields on the Front Sheet relating to programme, unit, assignment and Lecturer are compiled correctly	
The assessment instrument (Assignment Brief) has been approved by the same verifier	
All scripts have been assessed by the Lecturer/Assessor	
The tasks are being assessed using the appropriate rubric/marking scheme/model answer	
The Lecturer/Assessor has commented on the performance of each Learner	
The Lecturer/Assessor has suggested how the Learner can sustain or improve performance	
All achieved criteria are clearly marked on the Assignment Brief and Internal Verification Front Sheet	
All non-achieved criteria are clearly marked on the Assignment and Internal Verification Front Sheet and/or in the submitted script	
The evidence is sufficient to warrant the assessment decision	
The feedback from Lecturer/Assessor to the Learner is accurate and linked to the assessment criteria	

Note 1: If any of the above criteria is/are not satisfied, the sample should be returned to the respective Lecturer/Assessor for rectification via the CMIS IV workflow.

Note 2: Remember, the Internal Verifier is reviewing the Lecturer's/Assessor's work, not the Learner's. The focus of the Internal Verifier's judgment and feedback is the Lecturer/Assessor.