



# Assessment, Internal Verification & Moderation Policy

Date: September 2010

Reviewed: September 2019

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## 1. Aim

To provide access to assessment and accreditation services ensuring equality of opportunity for all the learners within a framework of moderation or internal verification as appropriate.

## 2. Context

- a. The assessment process must be fair both in intent and outcome and therefore must address the basic principles of consistency, transparency, validity and reliability for assessment, internal verification and moderation.
- b. St Thomas More High School will negotiate any special arrangements with the Awarding Body for learners with specific needs in securing appropriate arrangements for access to and support in the assessment process as laid down in their procedures.
- c. The roles and responsibilities of the assessors and internal verifiers are recognised to be essential to the delivery and quality assurance of the programme. Sufficient time will be allocated to ensure that the internal verification team can carry out their duties effectively.
- d. Senior management supports the quality assurance process and will ensure that the Awarding Body procedures are followed.

## 3. Objectives

- a. To ensure consistency, transparency, validity and reliability of assessment processes, ensuring that standards and specifications are implemented/achieved.
- b. To give quality assurance in assessment processes by establishing quality control mechanisms for assessment through a system of sampling, moderation and internal verification as appropriate to the programme.
- c. To provide learner-centred approaches to assessment that provides appropriate opportunities for learners to record evidence of achievement.
- d. To identify the staff development issues concerned with the assessment process through performance management interviews and team improvement plans.

## 4. Assessment

- a. Assessment processes will aim to promote learning and achievement of learners throughout the course.
- b. The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of the evidence is valid and reliable.
- c. The role of the Teacher/Assessor is to:

- Ensure that the learners are fully briefed on assessment methods and procedures including Student Appeals Procedures
- Involve learners in the assessment planning process and agreement of assessment occasions
- Provide constructive written feedback to learners on assessment (conveying levels of achievement if appropriate), discuss targets and areas for development on an individual basis
- Adhere to the Awarding Body's assessment specification in the judgement of evidence towards an award
- Record outcomes of assessment using appropriate documentation

## 5. Internal Verification

- a. The Internal Verifier is at the heart of quality assurance in the programme. The main role in terms of managing assessment is that it consistently meets national standards.
- b. Internal Verifiers will have the knowledge and qualification relevant to the vocational qualification and other competence based awards for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.
- c. Internal Verifiers will be qualified to OSCA level.
- d. Internal verification will be carried out using the revised national standards with entails:
  - Carrying out and evaluating internal assessment and quality assurance systems
  - Supporting assessors
  - Monitoring the quality of assessors' performance
  - Meeting external quality assurance requirements

## 6. Implementing

- a. Provision will be made for communication between the team to share 'best practice' and areas of concern. Typically this will be achieved meetings of Internal Verifiers, standardisation meetings and team meetings.
- b. Internal Verifiers will meet with assessor on a regular (at least termly) basis. These meetings will concern themselves with resolving issues of interpretation, validity, sufficiency and reliability of evidence. Information from these meetings will be documented and will provide a forum for revision and refinement of assessor practice.
- c. External Verifiers will collate reports on assessment, accreditation and use of the Students' Appeals Procedures, as well as passing copies of External Verification/ Quality Assurance reports on a regular basis to the appropriate assessors.

## 7. Implementing Moderation

- a. Assessment, verification and moderation procedures will follow the regulatory requirements. The moderation of vocational qualifications is a comprehensive check on achievement to ensure that the learner is given the best opportunity to achieve their best quality of work and therefore their best overall result (grade) before submission to an External Moderator.

- b. When internal moderation has been carried out work is available for submission to the Awarding Body by the deadline set. It is at that point that the Awarding Body may alter marks.

This policy will be reviewed every 12 months by the Quality Nominee which is currently Mrs E Hinkins.