



# Internal Moderation Policy (Awarding Body – City and Guilds)

**Version 2.0**

Approved by the Board of Governors

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## Document Information

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## 1. Internal Verification Policy

- 1.1. **Internal Verification** is defined as “a mandatory system to confirm the Quality Assurance of all aspects of courses at LSST including planning, preparation, delivery, assessment, documentation and certification.” It is a cyclical review of all processes from course development to certification, which is meant to ensure **consistency and standardisation in delivery and assessment** throughout the College in order to promote a continuous improvement approach to quality. This is important as the rigor of our processes is closely scrutinised by the Awarding Bodies to approve our suitability to deliver and certificate programmes.
- 1.2. The purpose of internal verification is to enhance and maintain the quality and reliability of the assessment process and to ensure that the requirements of the Awarding Bodies are met in terms of preparation, delivery, assignments, documentation and certification. The internal verification procedures at LSST reflect this purpose as well as fulfills Awarding Bodies requirements.

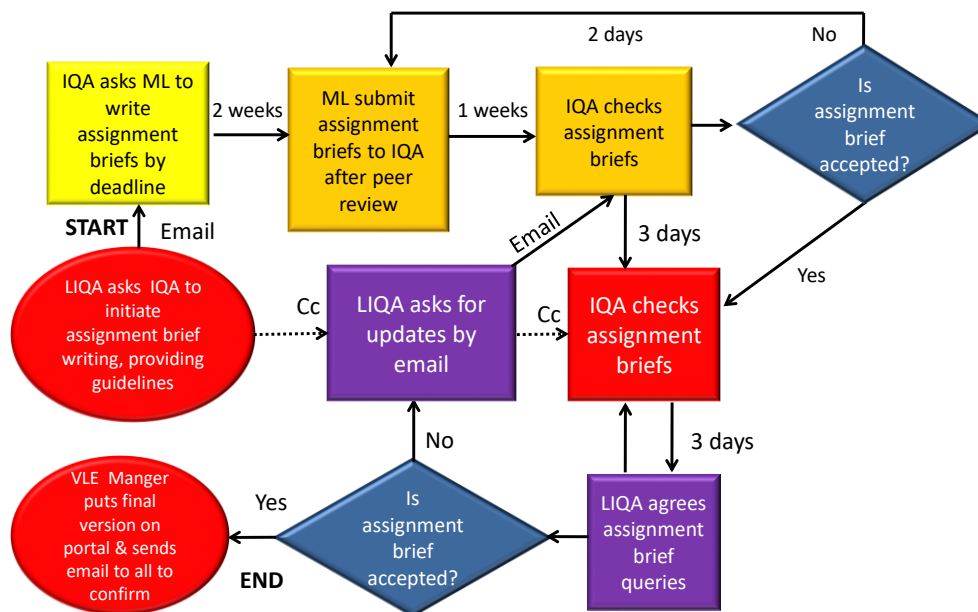
## 2. Why do we do Internal Verification?

- 2.1. Internal verification is an essential part of programme delivery and assessment. Robust internal verification procedures ensure that all assessment decisions are valid, authentic, reliable, current and sufficient (VARCS) and aligned to the relevant qualifications/assessment standard.
- 2.2. Internal verification is a process undertaken to check that:
- Delivery of effective teaching meets learner expectations, awarding body and regulatory requirements.
  - Assessment decisions and grading are accurate and consistent between tutors across the programme.
  - Tutors are consistent in their interpretation of qualification/assessment standards.
  - The programme is monitored, reviewed and evaluated for continuous improvement.
  - Assessment instruments (assignment briefs) are fit for purpose - i.e., they enable the learner to produce evidence which meets the targeted assessment criteria.
  - Assessment decisions accurately judge learner evidence against the assessment criteria and the given feedback meets the required standards.
  - It is a supportive process and should encourage assignment writers, Tutors and Internal Quality Assurers to develop good practice.

### 3. Standardisation of Assessment and Scrutiny Panels

- 3.1. When a unit or assignment is delivered and assessed by more than one person, standardisation meetings are held to ensure that all the Tutors are assessing learners work at the same level. Markers guides and standardisation meetings are mandatory to achieve standardisation.

#### Flowchart for Assignment design



### 4. Role of the Internal Quality Assurer (IQA):

- 4.1. The Internal Quality Assurer:

- Coordinates assessment arrangements, signing off assignments as appropriate;
- Uses their subject specialism to moderate assignments to verify Module Leaders' and tutors' judgements, in accordance with the Awarding Body requirements;
- Produces feedback to team members regarding the quality of their assessments;
- Ensures that assessment is in accordance with national standards for higher education;
- Ensures that appropriate mechanisms for gathering and recording evidence are used;
- Identifies training needs of Module Leaders and Tutors and contributes to staff development of the course team;



- Ensures that all documentation is completed and up to date;
- Signs off and agreeing the final assignment brief documentation and hence guaranteeing authenticity of the award submission.

## **5. Role of the Module Leader (ML):**

### **5.1. The Module Leader:**

- Writes original assignments using the agreed LSST Assignment template and marking guidelines to a high standard;
- Ensures that all deadlines for draft assignments and marking schemes are met;
- Acts as a subject specialist with at least one other specialist peer adviser;
- Agrees the specification for the assignment task with the Internal Verifier;
- Co-ordinates the activities of the Tutors;
- Ensures that all deadlines are met;
- Ensures that peer review has taken place prior to submission to the Internal Verifier;
- Liaises with the Lead Internal Verifier, Module Leaders, and the Internal Verifier.

## **6. Role of the Lead Internal Quality Assurer (LIQA):**

### **6.1. The Lead Internal Quality Assurer:**

- Coordinates the activities of the Internal Quality Assurer Module Leader in terms of agreeing activities and deadlines;
- Proposes deadlines and ensure that they are all met;
- Liaises with external verifiers/moderators and provides documented evidence of the internal verification/moderation process;
- Liaises with the Module Leaders and the Internal Verifier; to monitor and improve the quality of Tutor and assessment practice;



- Liaises with the Module Leader, Internal and Tutors to ensure the accuracy of marking and feedback to learners;
- Apply policies, procedures and legislation to meet external/regulatory requirements;
- Ensures the timeliness of marking by agreed deadlines;
- Plan, operate and evaluate internal assessment and quality assurance systems;
- Support and develop Tutors through standardisation and continuous professional development activities in collaboration with the Programme Leaders.

## **7. Three Stages of Internal Verification**

### **7.1. Stage 1 - Internal Verification of Assignment Briefs**

#### **7.2. Planning:**

7.2.1. Assignment briefs are internally verified before being issued to learners. If any issues are identified by the Internal Verifier, they should be addressed by the Tutor prior to issue. This ensures the brief is fit for purpose and that:

- The tasks and evidence will allow the learner to address the targeted criteria;
- It is written in clear and accessible language;
- The learner's role and tasks are vocationally relevant and appropriate to the level of the qualification;
- Equal opportunities are incorporated.

#### **7.3. Internally verifying assignment briefs:**

7.3.1. The Internal Quality Assurer should check that the brief:

- Has accurate unit and programme details;
- Has clear deadlines for assessment
- Shows all relevant assessment criteria for the unit(s) covered in the assignment;
- Indicates relevant assessment criteria targeted against each task;

- Clearly states what evidence the learner needs to provide;
- Is likely to generate evidence which is appropriate and sufficient
- Has a time period of appropriate duration;
- Uses suitable vocational language;
- Has a clear presentation format.

#### 7.4. **Giving feedback to the Tutor**

- 7.4.1. The internal verification outcome is recorded on the form, creating an audit trail that needs to be signed and dated by both the Tutor and Internal Verifier. Feedback should go beyond mere checkmarks, offering advice and guidance. A rigorous IQA will highlight areas for improvement and good practices. If the IQA identifies required actions, the Tutor must address these and return the form for sign-off. Once the assignment brief is verified as fit for purpose, it may be issued to learners. If the assignment brief was developed internally, the Lead IQA will send it to the City and Guilds External Quality Assurer for approval. Once the assignment is verified as fit for purpose, it may be issued to the learners.

#### 7.5. **Stage 2 - Internal Verification of Assessment Decisions**

#### 7.6. **Assessment Decisions:**

- 7.6.1. Assessment decisions are internally verified after submission and before the assessment board. This improves the quality of assessment and avoids disadvantaging the learners. If any inaccuracies are identified by the Internal Quality Assurer, these can be corrected by the Tutor before the assessment board. If any issues are identified by the Internal Quality Assurer, these are checked and fixed across the whole cohort, not just those learners who have been sampled.

#### 7.7. **Planning:**

- 7.7.1. When we plan the academic year, internal verification of assessment decisions is also planned. An internal verification schedule is drawn up using the CAMERA process which ensures that every candidate, assessor and internal quality assures (IQA), date methods of assessments, evidence, records, and assessment decisions with proposed dates.

#### 7.8. **Timing:**

- 7.8.1. For internal verification of assessment decisions to take place, formal assessment of learner work must have occurred. Assessment is a final assessment decision on assignment tasks in relation to the assessment criteria of each unit. It is the definitive



assessment and recording of the learner's achievement. Therefore, this is the point when formal internal verification of assessment decisions takes place.

#### 7.9. **Giving feedback to the Tutor**

- 7.9.1. The outcome of internal verification is recorded on the relevant LSST quality assurance documents. This is an audit trail and should be signed and dated by the Tutor and Internal Verifier.
- 7.9.2. Rather than just ticking boxes, the feedback section on the form should be used effectively. The Internal Quality Assurer should give feedback on good assessment practices and on what can be done to improve the assessment process. If action is identified by the Internal Verifier, the Tutor must complete this and return it to the Internal Quality Assurer for sign off. When the Internal Quality Assurer is satisfied that the work has been assessed accurately, the information is to be passed on to the assessment board. The Internal Quality Assurer should stipulate a specific timeframe for the completion of actions, which must be within 5-10 working days.

#### 7.10. **Stage 3 – The Internal Verification Sample**

##### 7.10.1. **Aims:**

- To ensure that assessment decisions meet the awarding body requirements by ensuring that Internal Verifications decisions are valid, authentic, reliable, current and sufficient;
- To investigate all cases of alleged plagiarism based on degree of similarity in order to make recommendations to Assessment Board;
- To monitor the quality of marking and highlight strengths and areas of development regarding feedback through internal verification.

##### 7.11. **Sampling Requirements:**

7.11.1. During the course of the programme, sampling covers the following as a minimum:

- Every Candidate
- Every Tutor
- Every unit
- Every Method of Assessment
- All types of evidence
- Records
- Assessment decisions



- Every campus

#### 7.12. **Sample Size:**

- 7.12.1. Maintaining the accuracy of marking and feedback for all candidates, a minimum sample of 15% is specified for internal verification, but this would be increased substantially for new programmes, new Tutors and new Module Leaders.
- 7.12.2. It is also ensured that every learner's work is internally verified at least once, during their study period with LSST.

#### 7.13. **Marking and moderation arrangements for programme:**

- 7.13.1. The organisation of marking, moderation and external examination of learners' work is the responsibility of the tutor with assistance from the Module Leader, where necessary. The following general principles apply to the marking and moderation of learners' work:

#### 7.14. **First marking:**

- 7.14.1. First marking is undertaken by the tutor responsible for delivering the module, using the assessment criteria and grade descriptors in the City and Guilds Answer Pack.

#### 7.15. **Second marking:**

- 7.15.1. A sample of marked work is selected for second marking within the internal verification team, by a member of the course team with knowledge of the subject area. The sample is usually a minimum of 20%, plus all resubmissions. However, in some circumstances it is appropriate to select a larger sample for second marking, for example, for a course in the first year of delivery or when the first marker is inexperienced. It is usual for all dissertations to be second marked.
- 7.15.2. In the event of a disagreement regarding the marks between the first and second markers, this should be resolved by discussion, with the reason for the disagreement and its resolution being recorded on the assessment cover sheet, prior to forwarding for moderation. If a disagreement between first and second markers cannot be resolved, the work should be referred to a third party, nominated by the Head of School/College or Head of Subject/Field Leader.

#### 7.16. **Moderation of Coursework:**

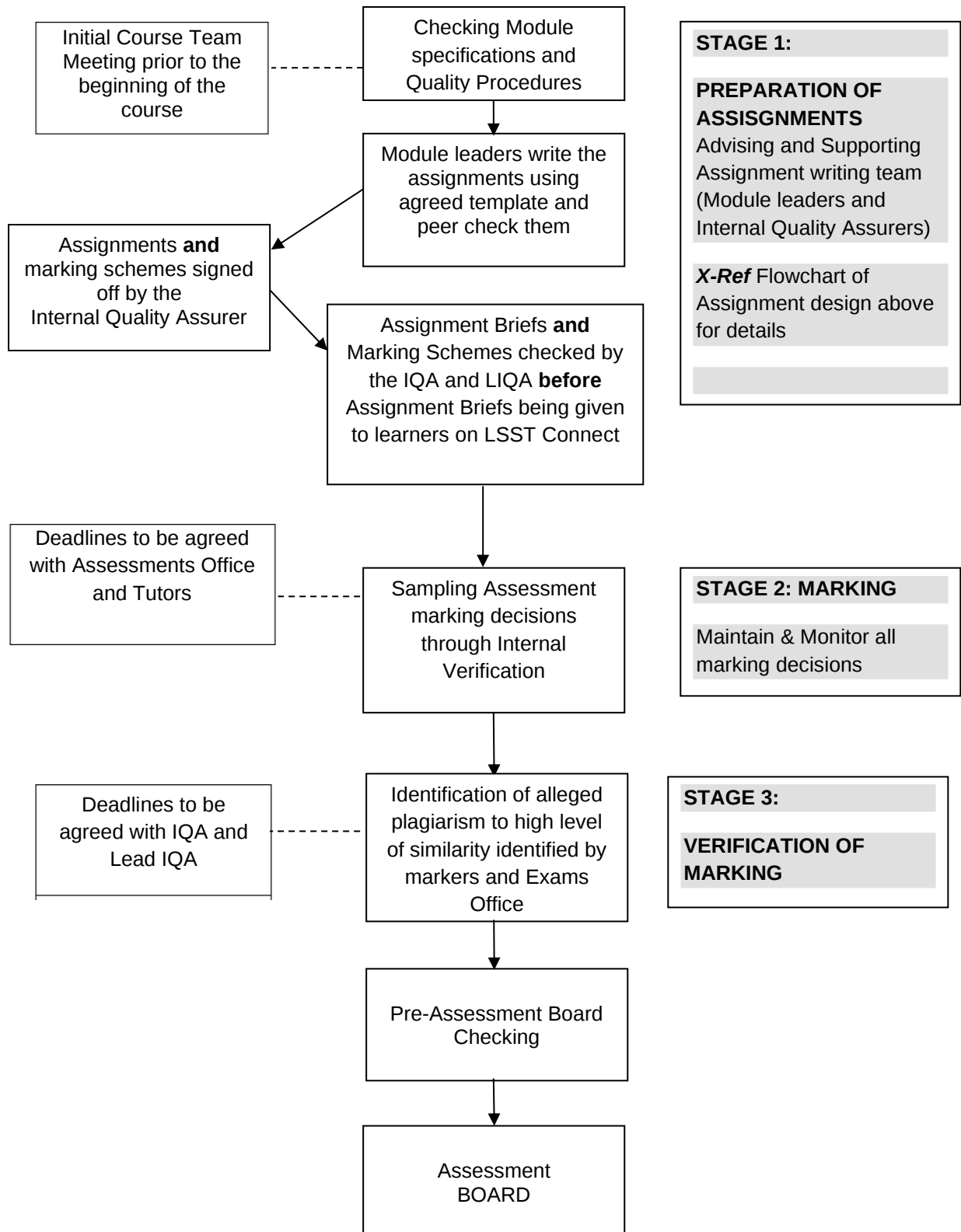
- 7.16.1. Moderation is the process of ensuring that the appropriate quality assurance systems are in place to maintain the academic standards of the awarding body. It is useful to compile an annual sampling grid for a course at the start of the academic year, to ensure that a range of tutors, learners and types of assessment activity are included in the moderation process. Moderation takes place internally as part of our internal verification process, and also externally.

#### 7.17. **External Quality Assurers:**



- 7.17.1. External Quality Assurers moderate the assessment process across the programme and comment upon the standards achieved by learners in relation to relevant external benchmarks and other comparable institutions within the UK. This function is conducted through the scrutiny of marked learners' work, visits to the course teams, meeting learners, observing practical assessments, and attending assessment boards.

## 8. Internal Verification Flowchart





## Version History

| Versions            | 1.0                                                                                                                                                       |
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