



ACCXEL INTERNAL VERIFICATION PROCEDURE

AccXel recognises that as a provider of HE programmes we must have clear policies and procedures for the internal quality assurance of assessment practice. We will systematically sample and evaluate our assessment practices and decisions, and act on the findings to ensure consistency and fairness.

Above all our purpose is to improve and standardise practice in the assessment of learner.

To achieve our aim and maintain a robust internal verification process we will carry out the following:

- IQA of diploma assessment plans
- IQA of unit assessment plans
- IQA of assignment briefs
- IQA of learners' assessed work
- Internal standardisation
- End of course checks

The process must demonstrate, through tracking and record keeping, that learners have achieved the correct combination of units and any additional requirements in order to achieve their qualification.

The lead IQA/Head of Quality will take responsibility for internal quality assurance/verification. As part of the standardisation process tutors/assessors cannot verify their own work but will be expected to take part in the verification process to ensure parity of assessment across all qualifications of the same level and that grading is standardised and in line with the Awarding Organisation (AO) criteria.

Through our IQA activities, we will recognise and promote best practice and identify where there are concerns that require action. Feedback to assessors is important to help improve and standardise assessment practices. Action plans will include reference to the sharing of best practice which should be shared through the scheduled meetings of the course team and internal standardisation.

The process of internal verification and standardisation will follow three distinct phases.

- Formative, pre-delivery, planning for delivery, training and tracking
- Interim, checking on registration, learner progress and effectiveness of delivery and unit assessment
- Summative, completions, achievements and certification

To monitor the effectiveness of the process, the IQA activity will feed into the Self-Assessment Review (SAR) and Quality Improvement Plan (QIP) managed by the Senior Management Team (SMT), this will be reviewed at a frequency agreed by SMT based on the potential risk to learners.

Formative pre-delivery verification and standardisation:

Delivery and assessment plans developed by course leaders must be reviewed before delivery begins to ensure that:

- Planned delivery meets the required rules of combination and the unit specifications and there is provision for unit tracking to monitor learner progress in a timely fashion.
- Assessments are scheduled across the delivery period to ensure a reasonable spread of hand in dates for learners and assessors.
- The volume and demand of assessments is equitable across units (taking account of relevant credit values).
- A suitable variety of assessment methods have been selected.
- Learner feedback from previous cohorts has been considered where appropriate.

The lead IQA will take responsibility to ensure that actions are discussed with assessors and course leaders and implemented in a timely manner. Appropriate changes must be signed off by the IQA. All IV and standardisation activities should be planned and documented.

Unit assessment plans:

Unit assessment plans will be reviewed by the IQA to ensure that:

- The unit assessment plan aligns with the overall diploma assessment plan.
- It is appropriate for the learners' development of the learners' learning and is inclusive.
- All learning outcomes and assessment criteria for each unit are covered.
- For graded units, the grade descriptors attached to the individual units are the only ones included in the plan.
- Appropriate grade descriptor components have been chosen.
- The level and volume of assessment is appropriate to the unit level and size.
- A suitable variety of assessment methods have been chosen.

The IQA will take responsibility to ensure that actions are discussed with assessors and the course leader and implemented in a timely manner. Appropriate changes must be signed off by the IQA before the unit is delivered.

Assignment briefs:

Alongside the review of the unit assessment plan, the IQA will review the assignment briefs before they are issued to learners to ensure that each brief contains:

- Correct unit title and code.
- The learning outcomes and assessment criteria covered by the assignment..
- Valid assessment methods and tasks to meet the learning outcomes and assessment criteria
- Assessment tasks that are fit for purpose for the level of the unit.
- Sufficient information for learners to understand the assessment task.
- Word counts or range (clearly explained) if appropriate.
- Referencing and bibliography requirements if appropriate.
- Draft guidance if drafts are allowed for the assignment.
- Dates for circulation to learners and deadlines for submission.
- Accurate information about the grade descriptors/grading standards for the assignment.
- Choices of grade descriptor/grading standards components which are suitable for the nature of the assessment tasks.
- The same grade descriptor/grading standards components for merit and distinction grades.
- Sufficient information on how to achieve Merit or Distinction grades for each grade descriptor.

The pre-delivery verification will be completed and formally agreed and signed off prior to delivery to students. Assignment briefs can be created during the delivery period if agreed by SMT and sufficient time is given for verification prior to the assignment being set.

Interim Verification:

The purpose of this element is to ensure the effectiveness of delivery and unit assessment. The IQA will produce a sampling plan that covers all units across all learners and tutors/assessors for all qualifications. Quality Assurance will be ongoing throughout the year to ensure that the evidence for each unit is reviewed as soon as is practicable after assessment has taken place. This will ensure that any problems involving the practice of a particular assessor are highlighted as soon as possible in order to give sufficient time to take any remedial action before the assessor formally assesses other subsequent units

The sampling plan will:

- Check the registration of each student.
- Ensure RPL has been recorded and appropriately considered where necessary.
- That learners are aware of the appeals procedure and where support can be accessed.
- Ensure that individual tracking is carried out and is current and that students are aware of their progress.
- Observations are carried out and that feedback, actions and best practice are recorded.
- Unit assessments and assignments remain fit for purpose and that the Pre-delivery work has been effectively applied.
- Ensure learner feedback is recorded and actioned when required.
- Check assessments have been completed and marked accurately and in a timely fashion with effective and progressive feedback from the assessor.

The sample selected must:

- Be a fair reflection of the number and size of groups assessed.
- Be a fair reflection of the range of grades awarded.
- Include units where there is no clear mid-point grade, where appropriate.

- Include 'borderline cases' where similar profiles result in different aggregated grades, e.g. PPMMM and PPPMM.
- Be a fair reflection of the demographic features of learners (e.g. gender, ethnic background, age and disability status).
- Include various modes of delivery, where appropriate.
- Take account of each assessor's experience and track record.
- Include units being assessed for the first time or through new assignments.
- Allow the IQA to review process on actions identified in previous reports.
- Take account of the need to ensure that every unit be sampled over the delivery cycle of a Diploma.
- Be selected by the IQA – not the tutor

It is the IQA's responsibility to consider all available evidence and make judgements about:

- Accuracy of paperwork completion
- Achievement of learning outcomes and assessment criteria at the correct level
- Indicative grades awarded (for graded units)

The type and quality of feedback given to the learner which may include:

- Clarity of explanation about the relevance of the work
- Suitability of language used
- Relationship to assessment criteria
- Relationship to grade descriptor/grading standards components (for graded units)
- Guidance on future development of work

The IQA will record their findings which must include clear, accurate, supportive and developmental advice and feedback to the assessor, setting actions accordingly. IQA feedback should not be a simple agreement or second marking. Where necessary, the IQA may change the assessors' decision, following discussion with Assessor and SMT. If the decision is taken to alter assessment decisions or indicative grades, the feedback form for the learner should be clearly updated and signed. The relevant tracking records, including IQA records, must also be updated.

Observation:

Observation of delivery will take part as the overall AccXel development and improvement process. It will be carried out by the IQA or appropriately trained and qualified observer/inspector. The

observation report will be moderated as part of the internal observation process prior to feedback being given to the tutor assessor. These observations are not graded but will be available to line managers as part of the staff appraisal process.

Learner Feedback:

Learner feedback will be recorded and shared with SMT, tutors, assessors, employers (when appropriate) for action. Completed actions arising from learner feedback will be published for review by learners, staff and other stakeholders.

Summative Verification

On conclusion of delivery, the IQA has key responsibilities to ensure results can be processed and learners certificated.

The IQA will:

- Monitor progress against previous action points to make sure any outstanding actions are resolved to avoid result and certification issues.
- Ensure assessment records are complete and accurate.
- Ensure evidence of achievement is appropriate, standardised and mapped to the assessment criteria.
- Ensure that the Markbook for each qualification is complete and accurate.
- Ensure that all IQA activities and findings are recorded clearly and effectively.
- Make plans to ensure that their feedback is considered for next year's delivery and unit assessment plans.
- Ensure that all preparations are in order for the Assessment Board – including any requests for Referral, Learner Extension, Aegrotat or Posthumous Awards

Once completed the IQA, Course leaders, tutors and assessors will complete a final report which will form the basis of the pre-delivery and planning for subsequent courses, and the course SAR.

Standardisation:

AccXel recognises that standardisation is a vital component of any robust quality assurance system Where more than one tutor/assessor makes assessment decisions and recommendations for the

award of credit to learners on the same qualification or similar courses it is essential that internal verification processes include the standardisation of their practice. Standardisation meetings will be planned and diarised by the Lead IQA these will:

- Ensure the consistency of the award of credit to learners across different assessors/moderators/modes of delivery/provider and to agree the standards to be achieved.
- Compare the assessment strategy and planned assessment tasks used across a unit/s to ensure that they:
 - allow for the generation of sufficient/appropriate/authentic evidence to be produced
 - give fair access to assessment
 - prevent any barriers to achievement
 - respect equality and diversity issues
- Ensure that the assessment tasks are written in language that is appropriate to the level and are free from bias.
- Ensure consistency in the assessment judgements made by assessors on the available evidence.
- Ensure that adequate constructive feedback is given learners.
- Ensure that adequate constructive feedback is given to assessors which demonstrates the robustness of the internal moderation of the assessment judgements and identify and share best practices.

As a guide there will be at least one standardisation meeting at the formative and summative stages and at least one per academic term during the interim stage.