



# Assessment & Internal Verification Policy

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REF NO. QTL-CUR-003

Approved by Senior Leadership Team (SLT)

<b>Strategy/Policy Responsibility: Senior Leadership Team (SLT)</b>	
<b>Date approved</b>	November 2013
<b>Review date</b>	March 2021
<b>Next review date</b>	August 2022

# ASSESSMENT AND INTERNAL VERIFICATION POLICY

## 1. PURPOSE

Sutton College is committed to internal verification/moderation as part of a quality assurance process for qualification where elements of coursework/continuous assessment form part/all of the summative assessment.

The College recognises that a robust process of internal verification/ moderation ensures that assessment is fair to all candidates and staff and promotes equality of opportunity. Essentially the process should be perceived as supporting the candidates and ensuring that award body regulations are applied consistently.

## 2. SCOPE

The Policy is applicable to all accredited courses that are run by Sutton College. The College provides qualifications for a wide range of award bodies and recognises the importance of complying with the award bodies procedures for all qualifications that it offers. Sutton College has, as part of its quality improvement cycle, a procedure for monitoring all reports from award bodies and implementing any requirements. All action plans are circulated to the personnel involved and monitored by senior management to ensure full compliance and constant quality improvement.

Sutton College undertakes to distribute accreditation entry requests to students and publish the precise costs of the certification plus a small administration fee. Students will be given information in writing about dates of examinations and arrangements including times and venue. Results when received by the Exams department will be sent to students within two working days of receipt.

## 3. PROCEDURES - ASSESSMENT

### 3.1 Appeals

Appeals against results will be conducted according to the rules of the specific award body and will be processed by the Exams department, with the Curriculum Leader/Programme Leader being responsible for ensuring communications with the award body are administered appropriately.

Students will be kept informed at all times and Curriculum Leader/Programme Leader given information regarding the appeals.

### 3.2 Assessment of Coursework

Each department within the College is responsible for setting practices and policies for tutors about how students' work will be assessed and feedback given.

Students will be given clear guidelines by tutors relating to grading and feedback.

If continuous assessment is part of the summative assessment required by the award body, tutors will keep records as guided by the board and make them accessible to all College observers/Internal Moderators/Internal Verifiers.

Submission dates for coursework will be sent to the Curriculum Leader/Programme Leader responsible and tutors are responsible for making sure that deadlines are met for work to be sent for marking and data.

Additional payments may be made for marking coursework, if agreed with Senior Managers, to reflect the additional work involved.

### 3.3 Students on GCSE/GCE courses

All students on GCSE/GCE courses will be given an award body generated Statement of Entry and a letter from the College setting out arrangements for the exam regarding venue and time, as well as arrangements for results.

Students will be encouraged to collect results from the Sutton main centre between 10.00 – 15.00 on the day of publication, with any not collected being posted first class.

Letters with results will identify the procedure for rejection of grades (if appropriate, appeals and accessing of scripts).

### 3.4 Students Results

All results are confidential to the student and Sutton College undertakes that results will not be published identifying names of students without the previous permission of the student.

Similarly, members of staff will not share with other students details of results. Members of staff are given copies of the overall results for the groups that they teach/manage after the students have received the results.

Results are analysed within the Exams department and interim success rates communicated to Curriculum Leader/Programme Leader when appropriate.

### 3.5 Special Consideration

Sutton College students are entitled to request additional support to support them with their studies. The support available also includes access to specific concessions as permitted by the award bodies. These may include extra time, use of a laptop, readers, scribes and other services as permitted by award bodies.

Students requesting access to concessions must identify via their tutors their needs as soon as possible after enrolling onto the course. If concessions are requested for the exams then there must be evidence of some additional support being accessed on the course.

Sutton College will provide whatever is deemed practicable and reasonable so that all students have the maximum opportunities to succeed in their studies.

#### Adaptations

Tutors, Assessors and Internal Verifiers will need to ensure any adaptation requests, due to Covid-19 are carried out in line with the awarding body and DFE requirements. Information on what adaptations are approved should be shared with learners and managers at the earliest stage.

### 3.6 Storage of Coursework/Portfolios

Sutton College has limited storage for coursework after moderation and accreditation. It undertakes to store coursework for a maximum of one academic year after the certification has been issued before the work may be destroyed.

It is the responsibility of the student to arrange to have portfolios/coursework collected.

When collecting work, students are asked to bring some identification with them so that the College can be sure the work is being returned to the correct student.

### 3.7 Plagiarism

Sutton College values a culture of honest and mutual trust (Academic Integrity), and expects all members of the College to respect and uphold these core values.

Every student of the College is expected to act with integrity in relation to the production and representation of academic work and in acknowledging the contributions of others in their work.

The College's approach to academic integrity is to foster and facilitate good academic practice, providing practical guidance to students to help them develop learning skills that will enable them to reference their work correctly and to avoid unintentional plagiarism. Where assessed work is found to display poor levels of scholarship, advice and support will be offered.

However, the College expects students to take care to follow the appropriate conventions and standards for academic practice in their subject discipline as may be defined in module/ programme handbooks, assignment briefs and other guidance provided by curriculum staff. Work that does not meet appropriate or acceptable standards of academic practice in this respect may leave the student open to sanctions as identified in the relevant awarding body guidance.

## 4. PROCEDURES – INTERNAL VERIFICATION

### 4.1 Roles and Responsibilities

The Curriculum/ Programme leader is responsible for the course should agree the person(s) responsible for internal verifying/moderating of the course/s.

Information from the award body will be distributed to the Internal Verifier/Moderator by the Examinations department.

### 4.2 Responsibility of the Internal Verifier/Moderator

- Ensure that all assessors/tutors have copies of current standards/syllabuses that they are assessing.
- Ensure that assessors/tutors give students full information about how the award is assessed, and the appeals procedure.
- Support assessors/tutors by holding meetings, keeping a log of contact and keeping records of the contact.
- At the beginning of the course set a sampling plan setting out how the assessments will be checked through the year and when.

- Keep records of all assessments checked and give assessors/tutors clear feedback.
- Ensure that all assessments are conducted in line with award body guidelines.
- Ensure that assessments are checked throughout the course and a variety of evidence types seen.
- Liaise with Examinations department to ensure that all details of the qualifications are current.
- Devise any additional record keeping required for the qualification or, with the Curriculum Leader/Programme Leader, adapt College proformas to be more appropriate.
- Ensure that action points identified in the moderation/external verification reports are addressed.
- Ensure that candidates who have additional needs or special assessment requirements are appropriately supported in the assessment and the support given recorded.
- Ensure that all records of candidate registration and certification claims are kept in a course folder which is maintained from year to year.

#### 4.3 Outline of Internal Verification/Moderation Systems

Before the start of a course check:

- Assessors/tutors and Internal Verifier (IV)/Internal Moderators (IM) have current standards/syllabuses.
- All candidate information, e.g. handbook, is reliable and contains an appeals procedure form.
- Check any specific dates for registration and costs, if available.
- Any changes to the previous year's assessment/verification team are notified in accordance with the award body's regulations.
- Meet assessors to identify any support/development needs and record them as training needs.
- Agree with the examinations department what recording systems must be completed for the scheme.

Once the course has started:

- With the assessor(s)/tutors, draw up a sampling plan/strategy for the year to identify when and what evidence will be checked during the course – a proforma.
- All candidates must have some evidence internally verified.
- Some assignments for all candidates must be sampled for standardisation.
- Identify appropriate times to observe assessments being conducted.
- Ensure that assessors complete records and distribute forms so that candidates are registered with the award body according to its regulations.

- Meet with assessors/tutors to ensure they are supported and guided. Record any meeting.
- Keep a record of communication between IV/IM and assessor/tutor – either on a log or keep copies of emails, etc.
- Identify with assessors any candidates who have special assessment requirements and agree provision.
- Keep records of any potential appeals and adopt practices as outlined in the appeals policy.

Throughout the course:

- Check assessments made by the assessor giving feedback and recording the process.
- Ensure that all candidates' work is being checked so that the assessor is clear about the quality of his/her assessments.
- Set a date with the External Verifier/Moderator via the Examinations department for a visit to check the internal quality systems.

At end of course:

- Ensure all candidate work has been assessed and sampled for internal verification/moderation.
- Complete appropriate records for the certification claims in conjunction with the Examinations department who will submit all claims and handle certification.
- File all records in the ongoing course folder.
- Keep records of candidates who have not completed and liaise with the Examinations department to draw up appropriate provision for the candidates.

## 5. RELATED FORMS

<b>List of Available Systems</b>			
<b>Internal Verification/Moderation Forms</b>	<b>Purpose</b>	<b>Given to</b>	<b>Completed by</b>
Appeals Procedure	Information	Candidates	N/A
Record of Meeting	Recording	Assessors	Internal Verifier
IV Sampling Plan	Planning	Assessors	Internal Verifier
Equal Opportunities Monitoring	Recording	Course Folder	Internal Verifier
Log of Assessor Communications	Recording	Course Folder	Internal Verifier
Record of Appeals Made	Recording	Course Folder	Internal Verifier
Candidate Registration	Recording	Course Folder	Internal Verifier
IV Report – Assessor Observed	Recording	Assessor	Internal Verifier
IV Record of Sampling	Recording	Assessor	Internal Verifier
IV Feedback	Recording	Assessor	Internal Verifier

## 6. Springboard Learner Fair Assessment Policy Helping everyone to succeed

- Sutton College wants you to feel good about your learning and showing others what you can do.
- We support and provide Awarding body curriculum programmes and qualifications to equip learners to thrive in 21st Century education, work and life, for adults with learning difficulties and or physical disabilities
- Sutton College needs to make sure we do all we can to help all our learners to take part in learning.
- This means that we can change learning materials to meet the needs of each group/learner.
- This might include making videos of people to show what they can do.
- This might mean using photos of the places or objects that the learners know or use.
- Making pictures larger.
- However, Sutton College have to make sure that people can do what it says on the Awarding Body qualification unit before they can get their Awarding body certificate.
- Sutton College does not use exams we use course work, so people complete their learning folders and we mark their work.
- This makes it easier to make sure each learner can show what they are good at and work towards their certificate

**But we still make sure that:**

- People show they can do what it says on the unit outline
- We can prove what people can do
- We show staff working with learners how to mark ASDAN work, so it is fair to everyone.
- The staff are good at the subject they are teaching and at working with people with learning and/or physical disabilities

**Access to Fair Assessment we ensure quality**

- We attend ASDAN training to ensure we can support our learners
- We have a dedicated team of Quality Assurance personnel
- We check that our work is of the same high standards
- Our QA team speak to the tutors, managers and ASDAN to ensure we mark the work in the correct way tailored to the learners' ability.
- We work with the learner(s) and the staff who work with them to choose the ASDAN Personal Progress unit.
- This includes the theme of the unit and the level.

- Together we plan how people can show what they are good at, and also which is the best way for them to prove it.
- **How long do ASDAN Personal Progress units take**
- Learners work on the units at the pace that is best for them.
- They can ask their tutor at any time to say how their work is going, and what is still to be done.
- **At Sutton College we take ASDAN Personal Progress units help people show others what they are good at, and work towards their ASDAN certificates!**