Vocational Quality Assurance Policy - Internal Assessment			
Current Status	Operational	**Last Review:**	November 2020
Responsibility for Review:	Director of Curriculum	**Next Review:**	September 2021
Internal Approval:	SLT	**Originated:**	June 2010

1. Aims and Objectives of the policy

1.1. Aims

1.1.1. Suffolk Academies Trust is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The manner in which students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

1.2. Objectives

1.2.1. To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that as far as possible the outcomes are fair, reliable and valid.

1.2.2. To ensure that assessment standards and specifications are implemented fully.

1.2.3. To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.

1.2.4. To provide student-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

2. Range and scope of the policy

2.1. The range of the policy covers all Vocational Learning courses offered at Abbeygate Sixth Form College.

2.2. This policy should be read alongside the Centre's Monitoring and Assessment Policy and the Centre Policy on Coursework but is written in recognition of the specific nature of the assessment of Vocational Learning courses and similar programmes. Where there are specific requirements from awarding bodies on quality assurance these will be identified.

3. Management of Assessment

3.1. Internal Assessment Internal Assessment is defined as the process where judgements on evidence produced by Students against required criteria for the Vocational Learning qualification are made by Teachers.

3.1.1. Completed student assignments will be assessed internally, be subject to internal verification and/or standardisation, as well as external moderation by the awarding body when/if requested.

3.1.2. Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation/ standardisation/ verification) and that ultimately the final decision rests with the awarding body.

3.1.3. The Teacher is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, and authentic and that judgement of evidence is valid and reliable.

3.1.4. Students will be given a deadline for each assignment that is set by the Teacher. After the deadline the assessment decisions are then internally verified/standardised according to the procedure set by the awarding body and the outcome entered on the Course Mark Book for the particular student group.

3.1.5. No limit or 'cap' on student achievement if work is submitted late shall be applied if awarding bodies guidelines fall short of stipulating this in their 'operating manual'

3.1.6. The number of re-submissions a student is permitted to make will be dictated by the particular awarding organisation and the qualification being assessed.

4. Roles and Responsibilities

4.1.   **The Role of the Teacher**

4.1.1. Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their course. However, where awarding body dictates the prescribed assignment, this shall be used.

4.1.2. Ensure that students are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.

4.1.3. Encourage students by giving detailed feedback and guidance, either written, verbal or both, on how to improve work. However, this should fall in line with the awarding organisations own requirements where a stipulation on the type or quantity of feedback that is permitted.

4.1.4. Set clear deadlines for coursework and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.

4.1.5. Adhere to the Awarding organisations specification in the assessment of student assignments.

4.1.6. Record outcomes vof assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated Internal Verification/standardisation records should also be kept, to support and verify the decisions that were made for the cohort.

4.1.7. Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.

4.1.8. Provide accurate records of internally assessed coursework marks to the MIS and Exams Manager in a timely manner for transfer to the awarding organisation for certification.

4.1.9. Assemble moderated/standardised/internally verified assessments to be sent off or be prepared internally for an Examiner or as part of a Quality Review by an awarding body.

4.2. The Role of the Internal Verifier/Lead Assessor

4.2.1. The Internal Verifier (IV)/Lead Assessor is at the heart of quality assurance for Vocational Learning programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

4.2.2. Each unit will have an identified Internal Verifier/Lead Assessor who is not otherwise involved in the assessing or setting of work for the unit and will complete an internal verification plan.

4.2.3. Internal Verifiers/Lead Assessor will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

4.2.4. Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through regular meetings of Lead Internal Verifiers/Subject Leads and Internal Verifiers/Lead Assessor at which standards and processes are discussed to maximise consistency between courses.

4.2.5. Assemble moderated/standardised/internally verified assessments to be sent off or be prepared internally for an Examiner or as part of a Quality Review by an awarding body.

4.3. The Internal Verifier/Lead Assessor should:

a) Not verify their own work or assignments.

b) Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to Students.

c) Make recommendations to the Delivery Teacher on how to improve the quality of the brief if necessary.

d) Make all IV evidence available to the awarding body when requested.

e) Plan with the course team an annual internal verification schedule linked to assignment plans.

f) Consider the assessment decisions of all units and all Teachers to judge whether the Teacher has assessed accurately against the unit grading criteria

g) Consider alternative methods of standardisation /moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the Teacher(s) will provide the basis for verification.

h) Maintain secure records of all work sampled as part of their verification process using a standard template.

i) If a concern is raised the IV should discuss this with the Teacher prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the Teacher(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.

4.4. The role of the Lead Internal Verifier/Subject Lead

4.4.1. To have an overview of all internal assessment that occurs within in a Principal Subject Area.

4.4.2. Plan and undertake routine checks of internal assessment records within a Principal Subject Area.

4.4.3. To meet on a regular basis with other Lead Internal Verifiers/Subject Leads to standardise procedures and discuss assessment across the centre with the Quality Manager.

4.4.4. Support Internal Verifiers/Lead Assessors with the verification/standardisation process and be an independent verifier if there are disputes surrounding assessment where resolution cannot be reached between a Delivery Teacher and an IV/Lead Assessor.

4.4.5. Assemble moderated/standardised/internally verified assessments to be sent off or be prepared internally for an Examiner or as part of a Quality Review by an awarding organisation.

4.5. The role of the Quality Manager

4.5.1. The Quality Manager shall hold the role of Quality Nominee/Quality Representative with the awarding bodies. In their absence this role will be take on by the Director of Curriculum.

4.5.2. Have an overview of all Principal Subject Areas to maintain a standardised approach to the assessment of student work.

4.5.3. Lead on regular training with all staff involved in the quality assurance processes on the delivery of assessment and the quality assurance processes.

4.5.4.   Meet with Lead Internal Verifiers/Subject Leads to standardise procedures and discuss assessment across the centre.

4.5.5.   Investigate any malpractice with respect to staff or student violation of the Quality Assurance Policy.

4.5.6.   Plan and undertake routine checks of internal assessment records across all Principal Subject Areas.

4.5.7.   Implement the quality assurance requirements as laid out by all awarding bodies and ensure that they are embedded across all Faculties.

4.5.8.   Highlight areas of good and bad practice to the Vice Principal Data, Quality & MIS, and action plan the areas that need to be improved to maintain quality standards.

5.   Authentication of Candidate's Work

5.1.   On each assignment students must sign that the work submitted is their own and teachers/Teachers should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.

5.2.   If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the Faculty Head and the Director of Curriculum who must proceed in accordance with the Centre's plagiarism /collusion policy.

6.   Glossary

Assessment criteria – those topics/aspects of a subject area that a marker would expect to be included in the piece of work being assessed including any apportionment of marks to the various elements of an assessment;

Assessment - Assessment is where Centre staff make judgements on the assessment evidence produced by Students against the required standards for the qualification

Verification - is the process by which the Centre and the awarding body ensure that national standards are consistently vocational to the assessment of Students.

Internal Verification – ensures that assessment decisions are made against specific criteria, are accurate and to the national standard.

External Verifier - A person appointed by awarding bodies to monitor the work of approved centres and ensure the consistency and quality of local assessments

Moderator – one whose role is to ensure that the marker(s) has applied assessment and marking criteria equitably and appropriately.

Revision History - Vocational Quality Assurance Policy - Internal Assessment

Revision date	Reason for revision	Section number	Changes made
May 2020	Annual Review	Header	Addition of SAT Logo
		Rubik	Title of reviewer
November 2020	Sat review	Title	Renamed policy to Vocational Quality Assurance Policy - Internal Assessment from Assessment, Internal Verification Policy for Vocational Learning
		1.2.1 & 1.2.2	Wording adjusted
		Throughout	References to Internal Verification expanded to include standardisation
		4.1.3	Wording adjusted to include quantity
		4.2	Scope of role expanded to include Lead Assessors
		4.4	Scope of role expanded to include Subject Leads
		4.5.	Quality Nominee changed to Quality Manager
		4.5.1	Paragraph inserted explaining the awarding body responsibilities and absences contingencies
		4.5.3	Change of wording
		5.2	Inclusion of Director of Curriculum to contacts