



Green-State Innovation
and Training Ltd
ASSESSMENT & INTERNAL
VERIFICATION POLICY



1. Introduction

Green-State Innovation and Training Ltd is committed to providing learners with an assessment process that is fair and addresses the basic principles of authenticity, consistency, transparency, validity, reliability, currency and sufficiency. It aims to promote learning and achievement by providing access to assessment and accreditation services, ensuring equality of opportunity for all learners within a clear structure. The Assessment and Internal Verification Policy provides a framework which covers initial, formative and summative assessment, accreditation of prior learning, work-based assessment, internal verification, moderation, and standardisation procedures, from entry through to final achievement.

2. Scope

This policy applies to all teaching staff, Assessors, Internal Verifiers and learners at the Centre.

3. Definitions

The following definitions apply to all practices covered by this policy:

- **Assessment** is the measurement or evaluation of students' knowledge and understanding, skills, attitudes and values, against explicitly stated criteria for success.
- **Verification** is the process whereby internally set and marked assessment carried out by assessors is checked for consistency and quality by other teachers or managers within the Centre. External verification is the same check carried out by professionals nominated by awarding authorities for vocational qualifications.
- **Moderation** is the process whereby internal marking of externally set assessment carried out by teachers is checked for consistency and quality by other teachers or managers. External moderation is the same check carried out by professionals nominated by awarding authorities.
- **Standardisation** is the process whereby it is ensured that all assessments made by assessors and Internal Verifiers are marked to the same standards.

4. Aim

The aim of this policy is to give quality assurance in assessment processes by establishing quality control mechanisms for assessment through a system of internal verification, moderation and standardisation.



5. Principles

Assessment procedures will ensure that:

- Learners are informed of their progress and maximise their chances of success in their learning.
- Assessment feedback to learners is explicit in relation to assessment content and criteria and how learners may improve their performance.
- Assessed work of all types is returned to learners within a reasonable, effective and pre- determined timescale.
- Teaching staff are informed of the effectiveness of their teaching and students' learning. Learners' ethnic and cultural differences are taken into account and those with learning difficulties are supported, in accordance with the regulations of awarding bodies.
- The assessment process is valid, reliable, current, sufficient, authentic, safe and fair.
- Records are sufficient to allow audit of assessment.
- Communication within assessment teams and awarding bodies is effective.
- Communication to learners/candidates about assessment content, assessment criteria, mark schemes and grade boundaries is clear, explicit, and where helpful, uses standard formats.
- Grading criteria regarding marking and submission conforms to Centre and Awarding Body guidelines.
- Equipment and accommodation for assessment comply with health and safety regulations.
- Learners/Candidates are aware of their rights and responsibilities.
- Learners/Candidates can gain unit accreditation/ certification where appropriate.
- There is adequate monitoring and reviewing of procedures.
- All programmes offered have enough sufficiently qualified lecturers, assessors and verifiers and the awarding body is notified of any team changes where this is necessary.
- Assessors and internal verifiers or moderators and teaching staff undertake continuous professional development activities.
- Learners/Candidates receive adequate assessment plans or individual learning plans, which are regularly reviewed.
- For all types of courses an appropriate range of assessment methods are used, supported by a well-planned and comprehensive sampling process as well as appropriate standardisation activities.
- Assessors, verifiers as well as moderators and staff undertaking standardisation, have sufficient time, resources and authority to perform their role.
- There are no conflicts of interest which would impact on the ability of assessors and verifiers to make assessment decisions.



- Qualified assessors and verifiers countersign decisions of unqualified assessors and verifiers. Rigorous efforts are made to prevent plagiarism or other forms of deception by learners/candidates.

The Centre will negotiate special arrangements with the public examination boards and awarding bodies for candidates with special needs in securing adequate arrangements for access to and support in the assessment process.

All assessments are supported by a transparent assessment appeals procedure.

In accordance with awarding body requirements, the Centre has a Malpractice Policy which complies with guidance issued by the Joint Council for Qualifications (JCQ). The policy and the associated documents, to which it relates, together outline the rights and responsibilities of awarding bodies, Centre staff and candidates/learners, and the procedures to be followed in the event of breaches of policy, regulation or procedure.

6. Associated documentation

The following documentation provides guidelines for Centre assessment practice:

- Staff guidance on Internal Verification, Standardisation and Moderation and associated paperwork (Frameworks) for the relevant awarding bodies.
- Assessment Appeals Procedure
- Malpractice in Assessment Policy
- Suspected Malpractice in Examinations and Assessments (JCQ Guidelines 15-16). This document can be found at: <http://www.jcq.org.uk/exams-office/malpractice/suspected-malpractice-in-examinations-and-assessments-2015-16>
- Awarding Body and Examination Board Guidelines (available via awarding body websites) University and Examination Board Regulations

7. Responsibility for implementation

The Quality Advisor is responsible for the audit and monitoring of assessment practices across the Centre.

The Curriculum Manager are responsible for implementing and ensuring the quality of assessment practices in their areas and for ensuring there are enough sufficiently trained staff to carry out requisite assessment, verification, standardisation and moderation activities.

It is the responsibility of all staff involved in assessment, internal standardisation, moderation and verification activities to:

- Provide assessment processes that are fair and meet the requirements of the qualifications.
- Provide learners with a schedule of assessment as part of induction.



- Provide accurate, timely and informative assessment feedback to inform learners of their individual progress and tell them what they need to do to improve.
- Record assessment decisions regularly, accurately and systematically, using agreed Pro- Monitor.
- Comply with the Centre and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral/resubmission decision.
- Familiarise themselves and learners with the Centre Assessment Appeals procedure(s).
- Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification.
- Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the Centre, Awarding Body and Examination Boards.
- Respond promptly to feedback from Internal and External Moderators and Verifiers.
- Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation.

8. Monitoring and Review of the policy

The implementation of the Assessment & Internal Verification Policy is monitored by Quality Assurance audit, the course review process and External Verifier and Moderation reports.

Directors with responsibility for Curriculum will monitor the implementation of the policy at Curriculum level.

9. Breach of the policy

The Centre will take seriously any instances of non-adherence to the Centre's policy by its staff or management. Any instance of breach of the policy will be investigated and, where appropriate, action may be considered under the Centre's Disciplinary Code for staff.

10. Access to the policy

The Policy will be published on the Centre website.

Review Frequency	Annually
Date policy approved and adopted	August 2024
Policy agreed by	Directors
Date policy published	August 2024
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