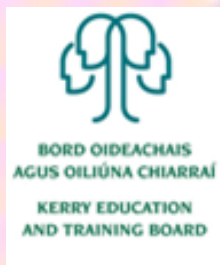


Kerry ETB



6.11 INTERNAL VERIFICATION OF RESULTS

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1. PRINCIPLES OF ASSESSMENT IN RELATION TO INTERNAL VERIFICATION

Quality assured assessment ensures that in criterion referenced assessment “learners are assessed and the assessment judgment is made based on whether the learner has reached the required national standards of knowledge, skill and competence for the award” (QQI). Central to quality assured assessment is the assumption that learners are assessed in a fair and consistent manner in line with the award standard. Quality assured assessment ensures adherence to the principles of assessment.

The following sets forth the principles of assessment which apply to this document: these principles are based on the QQI principles for assessment.

1. Validity

Validity is a fundamental assessment principle ensuring that an assessment measures what it is designed to measure: the relevant standard of knowledge, skill or competence required for an award should be assessed.

Validity in assessment occurs when:

- Assessment is fit for purpose (i.e. a practical assessment assesses a practical skill)
- Learners can produce evidence which can be measured against the award standard
- Assessors can make accurate assessment decisions
- Assessment is accessible to all candidates who are potentially able to achieve it

2. Reliability

Reliability in assessment ensures that assessment measurement is accurate: the knowledge, skills and competence which the assessment measures should produce reliable and accurate results. Reliability in assessment ensures that results are consistent under similar conditions.

Reliability in assessment occurs when:

- The assessment is based on valid assessment techniques
- Assessment conditions are consistent
- Learner evidence is reliable
- Results are consistent across various assessors, contexts, conditions and learners over time.

3. Fair

Fairness in assessment supports the validity and reliability principles and provides equal opportunity to all learners. Fairness in assessment ensures: learners have access to appropriate resources/equipment in assessment; assessment design and implementation are fair to all learners; and policies and procedures exist to ensure fair assessment of learners.

4. Quality

Quality in assessment ensures that all assessment processes are quality assured.

5. Transparency

Transparency in assessment ensures that assessment policy and procedures provide clarity to all relevant stakeholders.

In order to ensure adherence to the principles of assessment, the following process should be followed in relation to the internal verification of learner results. This process will contribute to ensuring that assessment is fair for all learners along with being reliable and consistent across Kerry ETB, programmes and modules.

2. DEFINITION

Internal verification is the process by which Kerry ETB's assessment process and procedures are verified to ensure that all Kerry ETB assessments are planned, managed and operate in accordance with the principles of assessment and Kerry ETB Quality Assurance (QA) policies and procedures.

3. SCOPE

This procedure applies to all further education and training provision provided by Kerry ETB colleges and centres or by organisation funded by Kerry ETB to provide further education and training.

4. INTERNAL VERIFICATION ROLES AND RESPONSIBILITIES

4.1 The Teacher/ Tutor/ Instructor

The teacher/ tutor/ instructor ensures that all assessment materials are submitted in accordance with Kerry ETB assessment policies and procedures. Teachers/ Tutors/ Instructors must ensure that the Assessor's folder contains all required documents, that Learner Assessment materials are arranged in order of QBS Results Sheet/ Results Capture System (RCCR), that contents are secured in ring binders or similar and that all documents are included (see 6.1.9 QQI Portfolio Submission Checklist).

4.2 The Principal/Centre Manager/Programme Co-ordinator

The Principal/Centre Manager/Programme Co-ordinator assigns responsibility for Internal Verification to staff. Internal verification staff will be fully briefed on the role of internal verification, the conduct of the assessment process, internal verification of results, peer review and the relevant sampling strategy to be used. Internal Verifiers are staff who are not involved in the course delivery or assessment. The Principal/Centre Manager/Programme Co-ordinator will complete the Internal Verification Report (Appendix Four). If serious issues or breaches of Kerry ETB's QA procedures arise a Corrective Action Report (Appendix Three), is completed by the Principal/Centre Manager/Programme Co-ordinator or Training Standards Officer.

4.3 The Internal Verifier

The internal verifier will check that Kerry ETB's assessment policies and procedures are implemented across all programmes. The role is to systematically check that Kerry ETB's assessment procedures have been applied consistently and to verify the accuracy of provisional assessment results. The Internal Verifier completes the Internal Verification checklist (Appendix One).

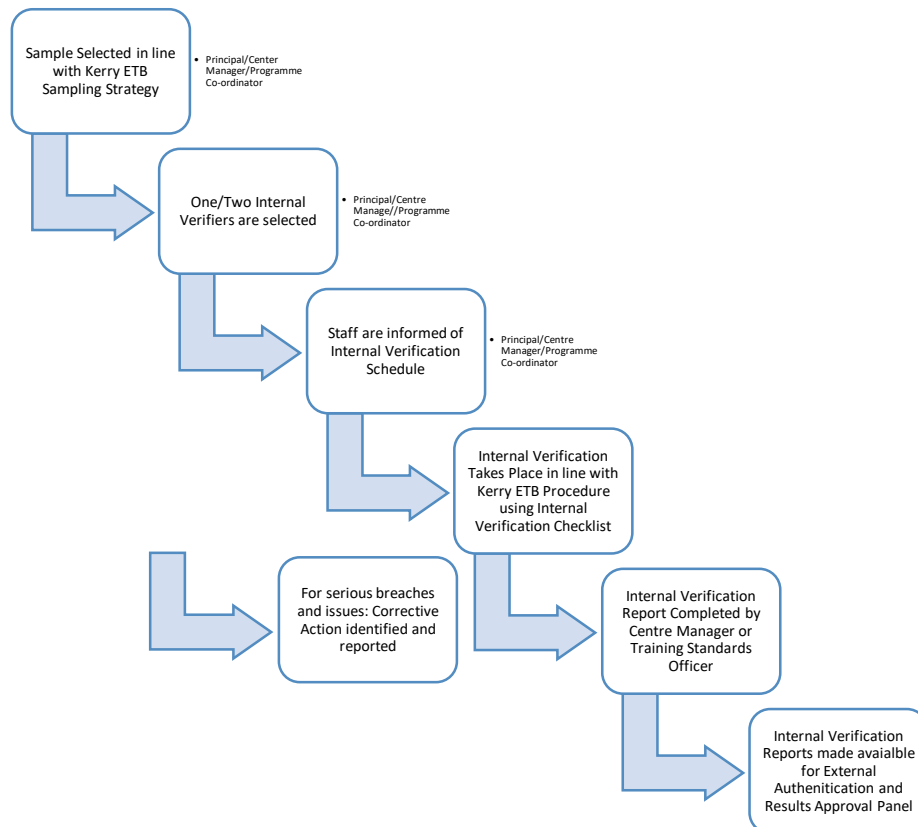
5. PROCEDURE FOR THE INTERNAL VERIFICATION OF ASSESSMENT RESULTS

The following steps must be followed:

1. Verification that Kerry ETB assessment procedures were followed for each learner group/component (module) group entered for certification. This includes that the following are available (where applicable):
 - Validated Programme Module/s
 - Completed Provisional Results Sheet(s)/Report(s)
 - Assessment Brief/s
 - Examination Paper/s
 - Marking Scheme/s
 - Outline Solution/s (where applicable)
 - Assessment Plan/s and
 - Examination Timetable/s

2. For ALL learner assessment material – verification that there is a submission of evidence for each learner and that result/s are recorded
3. For the sample of learner assessment material, using the Kerry ETB Internal Verification Sampling Strategy (Appendix Two) verification that:
 - a. Kerry ETB Assessment procedures were followed for each learner group/component (module) group entered for certification. This includes checking that the evidence in each assessment material matches the techniques in the component specification / validated programme, work is signed by the learner indicating that it is their own work, deadline dates for submission of evidence issued to learners
 - b. Marks and grades are recorded correctly and are transferred from learner evidence to marking sheets/provisional results sheets
 - c. Percentage marks and grades allocated are consistent with QQI grading bands
4. For the sample chosen, the internal verifier will indicate that those assessment materials have been internally verified e.g. the internal verifier will circle the mark on the provisional results sheet and initial each of the assessment materials that have been internally verified
5. Checklists and reports will be completed by relevant staff:
 - Checklist – Internal Verifier (Appendix One)
 - Corrective Action Report – Principal/Centre Manager/Programme Co-ordinator (Appendix Three)
 - Internal Verification report – Principal/Centre Manager/Programme Co-ordinator (Appendix Four)

Figure One: Internal Verification Process in Kerry ETB



Appendices

1. Internal Verification checklist preparing for Authentication (Internal Verification/ External Authentication)
2. Kerry ETB Sampling Strategy
3. Corrective Action Report
4. Internal Verification Report

APPENDIX ONE: INTERNAL VERIFIER (IV) CHECKLIST PREPARING FOR THE AUTHENTICATION PROCESS (IV & EA)

Tutor/Assessor Name: _____ Programme: _____ Component Name and Code: _____

Name of Learner Group: _____ Number of Learners: _____

Please ensure the following are in place for the authentication process (tick as appropriate)

QBS Provisional Results Sheet/RCCRS with marks transferred correctly from Summary Results Sheet Yes <input type="checkbox"/> No <input type="checkbox"/>	Kerry ETB Module Descriptor Yes <input type="checkbox"/> No <input type="checkbox"/>	Assessment Briefs Yes <input type="checkbox"/> No <input type="checkbox"/>	Examination Papers Yes <input type="checkbox"/> No <input type="checkbox"/> n/a <input type="checkbox"/>	Outline Solutions Yes <input type="checkbox"/> No <input type="checkbox"/> n/a <input type="checkbox"/>	Marking Schemes Yes <input type="checkbox"/> No <input type="checkbox"/>	Assessment Plan Yes <input type="checkbox"/> No <input type="checkbox"/>	
Items to be Checked for ALL Learners (Assessment Materials in alphabetical order)				Yes	No	Comments	
Does the number of submissions available match the provisional results sheet/RCCRS?							
Is there a mark assigned to every learner listed on the provisional results sheet/RCCRS? (Where an exemption applies, is the QQI/FETAC-assigned code entered?)							
Items to be Checked for the selected sample of Learner Evidence				Yes	No	N/A	Comments
Does the evidence in each submission match the techniques in the Kerry ETB Module Descriptor?							
Are learners' marking sheet/s (as per Kerry ETB Validated Descriptor) attached to each submission?							
Integrated assessment evidence is clearly identified.							
Are marks totalled / percentage marks calculated / grades allocated correctly?							
Are the marks transferred correctly from learner marking sheets to the provisional results sheet/RCCRS?							
Where exemptions (credits for other certification) apply, is the correct documentation in the submission to verify this?							
Is there evidence that feedback was given to learners?							
Is there evidence that deadline dates for the submission of assessment evidence were issued to learners?							
Is there a signed statement/s in the submission indicating that the work is the learner's own?							
Do results need to be amended?							
Has the Principal been informed of amended results?							
Results may need to be amended on the QBS/RCCRS after IV. If this is the case please verify that these entries have been amended on the QBS /RCCRS after IV and prior to the EA visit.							
Have all issues arising during IV been addressed before the visit of the External Authenticator?							

Please circle the candidate mark on both the Provisional Results Sheet and Learner Marking Sheet to assist tracking of IV.

Internal Verifier Signature: _____ Date: _____

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Internal Verification Sampling Strategy



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Version 4 130519

Introduction

Sampling is defined by QQI (2013) as *'the process of selecting a portion of learner results and learner evidence for the purpose of completing internal verification and external authentication of assessment within each award area'*.

This sampling strategy will be applied at the internal verification of results stage, the external authentication process and the certification audit process (if applicable).

Context

Kerry ETB is required to devise appropriate sampling strategy suitable to the provision of education and training provision. Kerry ETB's sampling strategy is to help ascertain if the assessment process and procedures are being implemented appropriately.

Samples taken must be fair, consistent and help in the identification of any deviation from best practice. The sample should help to ascertain whether Kerry ETB procedures are being implemented appropriately.

Samples can be used for both the internal verification, external authentication processes. A different sample is used in each process.

Criteria for Sampling

Rather than internally verifying and externally authenticating (or doing a certification audit, if applicable) the module assessments of an entire group of students a sampling strategy can be employed. For the External Authenticator the Kerry ETB Sampling Strategy will provide guidance in the authentication process.

Where the same minor award is offered in a number of courses the module assessments may be combined for the purposes of sampling. If this is the case, the module assessments will be clearly identified per course (and location) and per assessor so the internal verifier and the external authenticator can ensure the sample chosen includes module assessments from each course (and location) and each *assessor*.

Every centre/ programme will need to put a Sampling Plan in place which outlines clearly the criteria being used.

Module assessments selected by the **internal verifier** must be representative of all minor awards, all learner types including part time or full time and all assessment techniques and must:

- Be sufficient in size to enable sound judgements to be made about the fairness and consistency of assessment decisions
- Cover a cross section of all learner types
- Cover the full range of attainment in terms of grades achieved
- include a random selection of evidence for each grade/band
- identify evidence which is borderline between grades e.g. learners who have not or learners who have only just achieved within the grading band
- ensure new assessor judgments/decisions are sampled at least once during the assessment cycle
- include all named awards offered

Any remaining number of module assessments will be randomly chosen, across all the grade bands, until the sample quota is reached. Best practice is that every new assessor and new programme has increased sampling.

It is important to choose a sample size that is feasible given resources (time, personnel etc) and to maintain a level of confidence. It is important to ensure that a sample that is representative of the entire assessment group is generated.

Sample Size

If there are 12 or less assessment submissions a minimum of 4 submissions will be internally verified and externally authenticated, to allow for the cut-off points between the grades to be established.

If there are 12 assessment submissions or more for a Minor Award the sample will be at **a minimum** the $\sqrt{n} + 1^1$ will not be less than 4 assessment submissions. However there is flexibility to internally verify more if necessary.

¹ $\sqrt{n} + 1$ is the square root of 'N' which is the total population of learners/ submissions + 1. For example in a Major Award consisting of 8 modules with 8 students (64 individual folders) could result in a sample of 9 folders (8+1). This is the minimum sample.

APPENDIX THREE – CORRECTIVE ACTION REPORT TEMPLATE

1	College/ Centre Name:		Registered Number:	
2	Programme Coordinator/ Centre Manager/ College Principal		Internal Verifier:	
3	Outline the issue (s) arising	Actions Agreed	By Whom	By When
4				
5	Signatures: (signatures obtained from all named in row 4)		Date	
6	Confirm that actions outlined in row 4 have addressed the issues (signature of Programme Coordinator/Centre Manager/College Principal)		Date:	
7	This record confirms that all issues arising during IV have been addressed before the visit of the External Authenticator			

APPENDIX FOUR – INTERNAL VERIFICATION REPORT TEMPLATE

Internal Verification Report Form	
Registered Centre Name:	
Registered Number:	
Course Title/ Award Title/ or See Below Named award(s) for which results are being internally verified	<ul style="list-style-type: none"> ▪ ▪ ▪
Date of internal verification:	
Insert Sampling Strategy:	

Total number of candidates for certification: _____

Number of learners in the sample: _____

Monitoring Assessment Results:

Please complete for each named award/group of learner results verified	Is the documentation available and completed correctly? e.g. mark sheets, learner records		Is sufficient and reliable assessment evidence available for all learners presented?		Was the evidence generated in accordance with appropriate assessment techniques		Have marks been correctly totalled and grades awarded in line with the award requirements		Comments/action points (if 'No' please identify issues/make recommendations)
	Yes	No	Yes	No	Yes	No	Yes	No	
Named award title									

Assessment processes and procedures	Verification of adherence to assessment procedures. Commentary should be provided as appropriate.				
Basis on which sample of learner evidence was selected:					
<p>Assessment procedures</p> <p><i>I (we) confirm that the assessment procedures as agreed through this centres quality assurance system have been applied across all assessment activities for the named awards</i></p> <p><i>All issues arising during internal verification have been address before external authentication</i></p> <table border="1" data-bbox="208 954 486 1078"> <tr> <td data-bbox="208 954 300 1018">Yes</td> <td data-bbox="300 954 486 1018"></td> </tr> <tr> <td data-bbox="208 1018 300 1078">No</td> <td data-bbox="300 1018 486 1078"></td> </tr> </table>	Yes		No		<p>If 'No' has been ticked- please identify issues that have arisen and what corrective action is now required:</p>
Yes					
No					

Name: _____

Signature: _____

Date: _____ (Internal Verifier completing the report form)

Name: _____

Signature: _____

Date: _____ (Internal Verifier completing the report form)

Name: _____

Signature: _____

Date: _____ (Principal/Centre Manager/Programme Coordinator)