



# Internal Verification Policy

Version 2.0

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<b>Policy Approver</b>	QAC	<b>Effective Date</b>	10/07/2019		

## 1. Policy

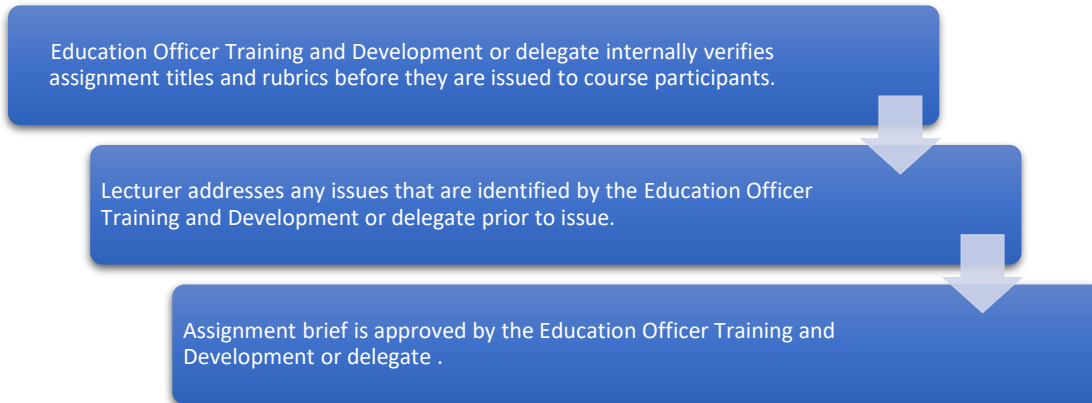
- 1.1. Internal Verification is integral to the Institute for Education's (IfE) commitment to continuous improvement in the quality of all the learning programmes that are offered.
- 1.2. The IfE implements an effective internal quality assurance system to ensure that all requirements are met and that the learning programmes provide national and internationally recognised standards of attainment. This system is based on our principles of assessment, which state that all assessments must be:

- Valid
- Reliable
- Practicable
- Equitable and fair

## 2. Purpose

- 2.1. Internal verification ensures that internally assessed modules:
  - Have appropriate assessment opportunities;
  - Are assessed accurately to national standards.
- 2.2. Internal verification is a process undertaken to check that:
  - Assessment and grading is consistent across the learning programme;
  - Assessment instruments (assignment briefs) are fit for purpose - i.e. they enable the course participant to produce evidence which meets the targeted assessment criteria;
  - Assessment decisions accurately judge course participant evidence against the assessment criteria and feedback given meets the required standards.
- 2.3. Internal Verification is intended to be a supportive process and should encourage lecturers and Internal Verifiers to develop good practice.

### 3. Internal Verification of Assignment briefs



**Figure 1: Visual representation of the Internal Verification of Assignment Briefs process**

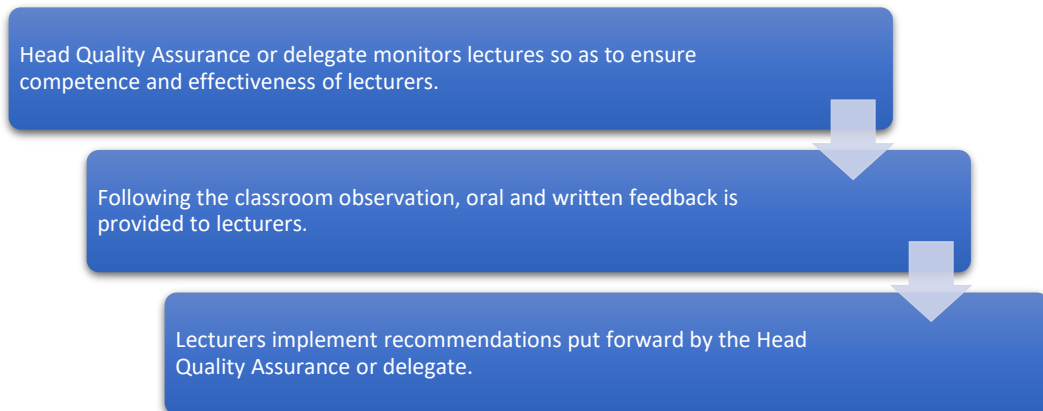
3.1 All assignment briefs are internally verified by the Education Officer Training and Development or delegate before being issued to course participants. If any issues are identified by the Education Officer Training and Development or delegate, they are addressed by the lecturer prior to publication. This ensures the brief is fit for purpose and that:

- The tasks and evidence will allow the course participant to address the learning outcomes;
- It is written in clear and accessible language which the course participant can easily understand;
- Considers an appropriate mix of assessment procedures;
- It includes the word count, if applicable;
- It indicates the submission deadline(which are discussed and approved by the course co-ordinator);
- It includes the weighting of each component;
- The course participant's tasks are relevant and appropriate to the level of the award/qualification;
- It corresponds with the assessment procedures identified in the accredited programme
- It is in line with the [Malta Referencing Report 2016](#);
- Provides opportunity for course participants with different learning styles and abilities to demonstrate competences, skills and knowledge achieved.
- Equal opportunities are incorporated.

3.1.1. All lecturers are required to include the respective rubrics with assignment briefs. The rubrics, which are also internally verified by the Education Officer Training and Development or delegate, include explicit criteria to help course participants meet the learning outcomes and the scoring strategy that is going to be adopted. Rubrics are also fundamental in the process of assessment as they;

- Assist in defining the criteria and aspects that will be assessed of the student's work;
- Inform what should be done and guiding them to achieve the task;
- Act as a tool for judging the level of quality of the learner's performance;
- Provide a scoring strategy to assess the learner's work;
- Ensure objectivity and transparency in the grading of the work by both the lecturer and fellow course participants in peer reviews;
- Inform the learner of what needs to be done to reach the next level;
- Provide learners with feedback on their strengths and guide them towards improving upon in long-term learning objectives.

#### 4. Internal Verification of lectures



**Figure 2: Visual representation of the Internal Verification of lectures process**

4.1 For the enhancement of programme delivery, a sample of lectures within awards and qualifications are observed by the Head Quality Assurance or delegate to provide lecturers with opportunity for feedback and to assure that programmes are being delivered in a manner which enables learners to reach intended learning outcomes.

- 4.2 Lecturers are given oral and written feedback about any observed lecture by the Head Quality Assurance or delegate. The lecture observations at the IfE is intended to ensure that the interests of the course participants come first. Additionally, lecturers are provided feedback on whether the learning outcomes, teaching and assessment are being aligned and the performance of course participants in assessment is up to the required standards. Other important parameters include the vibrancy of the classroom and the ownership of the learning by course participants. Lecturers are well informed that strong module content is also a critical component in teaching and learning process. Strong module content encompasses comprehensive and relevant course material, augmented by the thoughtful deployment of case studies, examples and classroom discussions and workshops.
- 4.3 Lecturers are then provided with feedback by the Head Quality Assurance or delegate to feed-forward into future practice. Such feedback will also be used by the observer in consecutive observations to help lecturers in working towards long-term objectives.

## 5. Internal Verification of Assignments

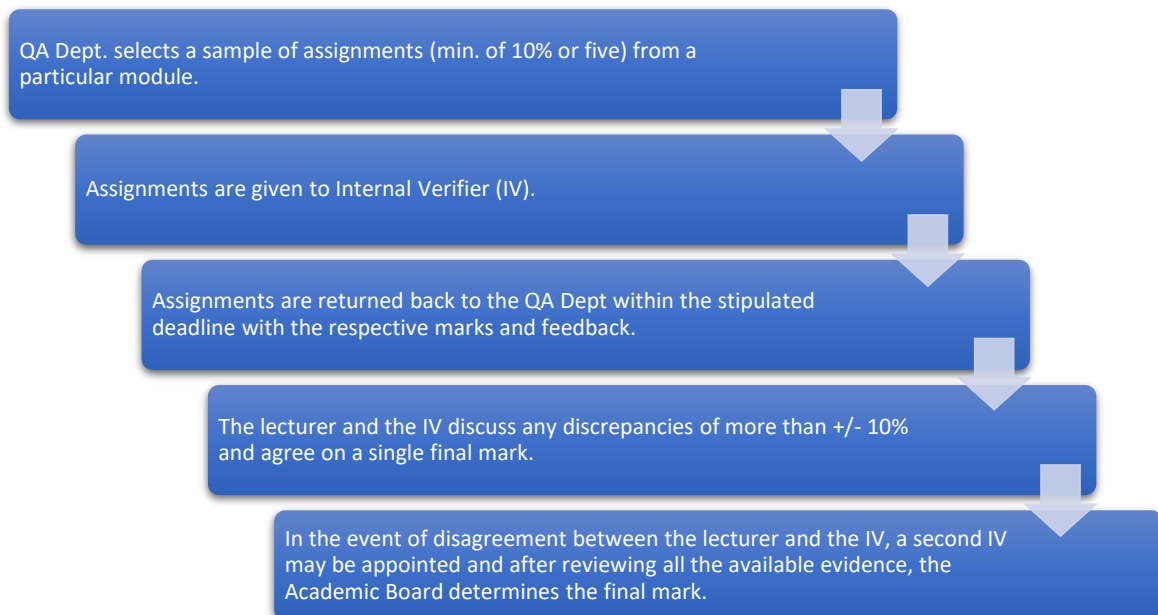


Figure 3: Visual representation of the Internal Verification of assignments process

- 5.1. The process of Internal Verification of assignments ensures consistency among lecturers. The IfE utilises the *Double Blind marking* which involves the first marker (generally the lecturer) and an internal verifier.
- 5.2. The internal verifier verifies a sample of assignments which is usually a minimum of 10% or five (5) course participants' work, whichever is larger.
- 5.3. At this point, the first marker's marks/grades and feedback are not available to the internal verifier and vice-versa. Where there are discrepancies of more than +/- 10% in the marks awarded when compared to those of the first marker, the Internal Verifier is asked to review the assignments of the whole cohort.
- 5.4. The first marker(s) and internal verifier then meet to discuss any discrepancies between their marks and agree on a final single mark. The marker(s) and internal verifier can average their own marks to assist them to agree on a single final mark.
- 5.5. Where no agreement can be reached, a second internal verifier may be appointed as a third marker by the Academic Board. The second Internal Verifier would not be required to mark the work 'blind' although he/she might choose to do so i.e. prior to looking at the marks and feedback from the first two markers.
- 5.6. The mark awarded by the second Internal Verifier would then be passed on the Academic Board which reviews all available evidence, and then determines the final mark to be awarded.

## **6. Roles and Responsibilities**

### **6.1 The Education Officer Training and Development or delegate**

- Ensures that lecturers are presenting Assignment Briefs using the Assignment Brief template to a high standard and in line with the criteria identified in section 3.1;
- Reviews Assignment Briefs according to stipulated criteria and ascertain its fitness for purpose.
- Ensures that documented evidence of the internal verification of Assignment Briefs process is kept.

### **6.2 The Head Quality Assurance**

- Ensures the effectiveness of the entire Internal Verification process;
- Ensures the competence and effectiveness of the lecturers and internal verifiers as required by the validated course and established feedback procedures;
- Provides oral and written feedback to lecturers about any observed lecture;
- Ensures that the whole internal verification process is being documented.

### 6.3 The Course Coordinators

- Ensure that lecturers submit their Assignment Briefs using the agreed template to a high standard as per the specified deadline.
- Ensure that the Assignment Brief is in line with the criteria identified in section 3.1;
- Ensure that all deadlines for submitting assignment briefs are met;
- Ensure that the lecturers upload on the IfE portal the finalised version in PDF;
- Ensure the timeliness of marking by the lecturers by agreed deadlines;
- Ensure that timely and constructive feedback is being provided by the lecturers.

### 6.4 The Internal Verifiers

- Ensure that assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner;
- Ensure that course participants' assessed work presented as evidence for the award of credit is authentic;
- Ensure that evidence of learner achievement is clearly mapped to the assessment criteria;
- Review assessments set against the assessment criteria;
- Keep accurate and appropriate records of the Internal Verification process;
- Give support and advice to lecturers where necessary to ensure they provide adequate support advice and feedback to learners;
- Complete report forms and evaluations for internal verification as required.

### 6.5 Lecturers

- Present assessment briefs using the IfE's template to a high standard within required timeframes;
- Ensure that the Assignment Brief:
  - Includes the tasks and evidence that will allow the course participant to address the learning outcomes;
  - Is written in clear and accessible language; considers an appropriate mix of assessment procedures and that they are in line with the IfE's [Teaching, Learning and Assessment Policy and Procedures](#);
  - Includes the word count if applicable;

- Indicates the submission deadline; includes the weighting of each component;
  - The course participant's role and tasks are relevant and appropriate to the level of the award/qualification;
  - Corresponds with the assessment procedures identified in the accredited programme;
  - Is in line with the [Malta Referencing Report 2016](#);
  - Allows course participants with different learning styles and abilities to successful completion of the programme;
  - Equal opportunities are incorporated.
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- Ensure that the rubric/s include explicit criteria to help course participants meet the learning outcomes and the scoring strategy that is going to be adopted;
  - Plan, manage and carry out assessment;
  - Implement any recommendations put forward by Education Officer Training and Development or delegate;
  - Ensure the effective alignment of teaching, learning and assessment;
  - Ensure that the performance of course participants in assessment is up to the required standards;
  - Ensure that records are accurate and legible;
  - Take part in Internal Verification meetings and standardisation activities as required.

## 7. Relevant documents

- [Malta Referencing Report 2016](#)
- [Teaching, Learning and Assessment Policy and Procedures](#)



## 8. Version history

Originator	Version	Date	Changes Done
QA Department	1.0	10/07/2019	Initial release of document
QA Department	2.0	18/09/2023	Substantial revision to the whole document namely: <ul style="list-style-type: none"> <li>▪ Revision of article 3</li> <li>▪ Removal of article 4. Internal Verification Flowchart</li> <li>▪ Addition of article 4. Internal Verification of lectures; article 5. Internal Verification of Assignments</li> <li>▪ Updating of article 6. Roles and responsibilities.</li> </ul>