



Internal Verification of Results Procedure (6.11)

Definitions

Internal Verification	Internal verification is the process by which Kerry ETB’s assessment process and procedures are verified to ensure that assessments are planned, managed and operate in accordance with the principles of assessment and Kerry ETB Quality Assurance (QA) policies and procedures.
Campus/Centre Manager	Please note that the term “Campus/Centre Manager” is inclusive of Principal, Campus Manager, Centre Manager, Programme Coordinator or nominated person.

Acronyms

ETB	Education and Training Board
IV	Internal Verification
QA	Quality Assurance
QBS	QQI Business System
RCCRS	Results Capture and Certification Request System

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1. Introduction

1.1 Purpose of the procedure

The internal verification process ensures that assessments are planned, managed, and operate in accordance with the principles of assessment and Kerry ETB Quality Assurance (QA) policies and procedures (see Appendix I). This procedure describes how the internal verification process is implemented at Kerry ETB.

1.2 Scope of the procedure

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

1.3 Responsibilities for implementation of the internal verification procedure

The **Campus/Centre Manager** or designated QA representative at centre level will assign responsibility for internal verification to staff. The internal verifier cannot carry out internal verification on their own module assessments. Staff that carry out internal verification will be fully briefed on the following:

- the Kerry ETB quality assurance system,
- the importance of the internal verification process,
- the steps of the internal verification process, and
- applying the Kerry ETB internal verification sampling strategy (see Appendix II).

The Campus/Centre Manager will sign the internal verification report as completed by the internal verifier (Appendix III). Where serious issues or breaches of Kerry ETB's QA procedures arise, the Campus/Centre Manager (or nominated person) will complete a Corrective Action Report (Appendix IV).

Assessors will ensure that all assessment materials are submitted in accordance with Kerry ETB assessment policies and procedures. Learner evidence may be presented online, in hardcopy or a combination of both. Online presentation should be prioritised where possible and appropriate.

Assessors will ensure that the *Assessor Folder* contains all required course documentation with learner assessment materials arranged following the order of the provisional results sheet/RCCRS (see section two of this procedure for more information). Relevant assessors are responsible for addressing any errors/omissions/issues that emerge during the internal verification process and as identified in the internal verification report and corrective action report (where applicable).

The **internal verifier** will check that Kerry ETB's Quality Assurance assessment procedures have been applied consistently. They will also verify the accuracy of provisional assessment results. The internal verifier completes and signs the internal verification report (Appendix III).

Contracted Training Companies will follow the internal verification process as described in this procedure.

1.4 Other relevant procedures

- External Authentication Procedure (6.12)
- Results Approval Panel Procedure (6.13)
- Secure Storage of Assessment Materials, Assessment Records, and Learner Assessment Evidence (6.5)

2. Procedure for the internal verification process

The internal verifier will carry out the steps below to complete the internal verification process.

2.1 Initial check

- Check that the learner names on the portfolios match the learner names on the provisional results sheet/RCCRS.
- Check that a portfolio of learner evidence and assessment results are available for **all** learners entered and that results are recorded.
- For online verification, check that the digital space where the learner evidence is stored can be accessed, and the learner evidence is presented in an organised manner.

2.2 Check the assessor folder

- The internal verifier will check that the relevant assessment documentation listed below is included in the assessor folder, and completed where appropriate. Please note: not all will be relevant for every module and for non-QQI awards please refer to the relevant awarding body as there may be additional assessment/Quality Assurance documentation required.
 - Assessor submission checklist (6.1.9)
 - Summary results sheet (6.1.10)
 - Provisional results sheet
 - Kerry ETB module descriptor
 - Assessment plan (6.1.1a)/Course and assessment plan (6.1.1b)
 - Assessment briefs (6.1.2)
 - Marking schemes
 - Notification of assessment event (6.1.1c)
 - Attendance register for skills demonstration (6.1.6)
 - Assessment documentation for examinations:
 - Examination timetable(s)
 - Examination coversheet (6.1.3)
 - Examination paper
 - Outline solutions for examinations (6.1.4)
 - Examination seating plan (6.1.5)
 - Examination attendance register (6.1.6)
 - Invigilator Report (6.1.7)
 - Learner marking sheets (from the back of the module descriptor)
 - Learner declaration of assessment submission (6.1.8) where appropriate
 - Learner record of receiving provisional results (6.1.11)

2.3 Apply the Kerry ETB Sampling Strategy to select a sample of learner portfolios

See Appendix II for the Kerry ETB Sampling Strategy for Internal Verification.

2.4 Check the learner portfolios

The internal verifier will check that:

- learner folders are presented alphabetically as per the order in provisional results sheet/RCCRS,
- learner evidence has been generated in line with the assessment techniques and instruments in the Kerry ETB module descriptor and the Kerry ETB programme descriptor,
- the relevant sections of the assessment brief are signed by the learner and teacher/tutor/instructor,
- there is evidence that deadline dates were issued to learners,
- learner marking sheets (from the back of the module descriptor) are completed for each piece of work submitted by the learner,
- marks are totalled correctly,
- percentage marks and grades awarded are in line with QQI/other awarding body requirements,
- marks are transferred correctly from learner evidence to marking sheets and summary results sheet, and
- all media files (video/audio) are clearly labelled using a consistent format such as “Learner Name_Module Name_PLSS number_Assessment Technique_date. For example, “Ann Ross_Biological Diversity_41573_Skills Demonstration_07.05.24”.

2.5 When errors/omissions/issues are identified

Errors/omissions/issues that emerge during the internal verification process, along with remedying actions that will be taken by the assessor, are documented in the internal verification report and communicated to the Assessor using “Part 3” of the internal verification report.

Please note: Where several errors related to the calculation of marks are identified during internal verification, the internal verifier will expand the sample to carry out a more detailed check that marks were correctly totalled.

2.6 Complete the internal verification report

To complete the internal verification process, the following steps will be taken:

- The internal verification report will be completed by the internal verifier.
- The internal verification report will be signed by the internal verifier and the Campus/Centre Manager.
- The internal verification report is made available to the external authenticator.

2.7 Corrective Action

The corrective action report (Appendix IV) will be used to resolve significant breaches of the quality assurance system. The internal verifier will inform the Campus/Centre Manager upon encountering a breach. The corrective action report will be used where:

- the actions identified in the internal verification report are not completed by the date set by the internal verifier.
- the actions identified in the internal verification report are unable to be completed by the date set by the internal verifier.
- the internal assessor did not submit their coursework for internal verification by the deadline set by the Centre/Campus Manager.

- a serious Quality Assurance breach has taken place where the integrity of Kerry ETBs Quality Assurance system is brought into question. This may include but is not limited to:
 - use of an incorrect or non-validated module descriptor,
 - use of an incorrect assessment technique (i.e. the assessment technique used does not match the programme specification and Kerry ETB module descriptor),
 - graded learner evidence is not available for all sampled learners,
 - sufficient learner evidence is not available for all sampled learners,
 - learner marking sheets are incomplete/not available for all sampled learners,
 - marking schemes are incomplete/not available for all sampled learners,
 - relevant Quality Assurance documentation (e.g. assessment briefs, summary results sheet) were not available for the internal verification process.

The Campus/Centre Manager (or nominated person) will take the following actions:

1. Complete all sections of the corrective action report.
2. Set a date by which the actions identified in the corrective action report will be completed.
All corrective actions to be rectified immediately.
3. Once all actions have been completed, the corrective action report will be signed by the Campus/Centre Manager (or nominated person).

Appendix I: Principles of Assessment

That learners are assessed in a fair and consistent manner in line with the award standard is central to quality assured assessment. The principles set out below (which are based on the QQI principles for assessment) underpin this procedure.

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.

Appendix II: Kerry ETB Internal Verification Sampling Strategy

Applying the Kerry ETB Internal Verification Sampling Strategy will help determine whether the assessment process and Kerry ETB's Quality Assurance procedures are being implemented appropriately.

Samples taken must be fair, consistent and help in the identification of any deviation from best practice. Samples can be used for both the internal verification and external authentication processes (please note: a different sample is used in each process).

The Internal Verifier will select learner portfolios from each component award on their work schedule using the Kerry ETB Sampling Strategy.

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

The sample of learner portfolios must:

- Be representative of all minor awards, all learner types (part-time, full time etc.) and all assessment techniques,
- Be sufficient in size to enable sound judgements to be made about the fairness and consistency of assessment decisions and that the assessment process and QA procedures are being implemented appropriately,
- Cover the full range of attainment in terms of grades achieved,
- Include a random selection of evidence for each grade/band,
- Identify and examine samples of evidence at the borders of grades,
- Be large enough to maintain confidence but also feasible given resources (e.g. time),
- Ensure judgments/decisions of new Assessors/Assessors who have returned from extended leave are sampled at least once during the assessment cycle, and
- Include all named awards offered.

Sample Size

If there are 12 or less learner assessment portfolios a **minimum of 4 assessment portfolios** will be internally verified to allow for the cut-off points between the grades to be established.

If there are 12 or more learner assessment portfolios a **minimum of $\sqrt{n} + 1$** (where "n" is the total number of assessment portfolios), and **no less than 4 assessment portfolios** will be internally verified.

There is flexibility to internally verify more assessment portfolios if necessary.

Meeting the minimum sample size: If the sample quota has not been met, then the remaining sample will be randomly chosen, across all the grade bands, until the sample quota is reached.

Appendix III: Kerry ETB Internal Verification Report Template

Internal Verification Report

Name of Major award/code and minor awards/codes being internally verified.	<i>Major Award Title 5M1234</i> <ul style="list-style-type: none"> • <i>Title of Module 1 5N1234</i> • <i>Title of Module 2 5N0000</i> 	Local course title (if applicable)	
PLSS course reference number		Date(s) of Internal Verification	
Registered provider	Kerry Education and Training Board	Registered Centre and Number	Choose an item.
I (we) have applied Kerry ETB's Sampling Strategy for Internal Verification.			YES <input type="checkbox"/> NO <input type="checkbox"/>

Part 1: Documentation to be checked for ALL learners presenting for certification.

Documentation to be checked for ALL learners presenting for certification.	Yes	No	N/A	Comments. Where relevant please identify any issues and actions to be taken.
Kerry ETB module descriptor or other awarding body Qualification Handbook is present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment Plan (6.1.1a)/Course and Assessment Plan (6.1.1b) is present and completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment briefs are present and completed including deadline dates for the submission of assessment evidence and identifying integrated assessment where relevant.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Examination coversheet (6.1.3), papers, seating plan (6.1.5), outline solutions, marking schemes, attendance register (6.1.6), invigilator report (6.1.7) are present (where applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The number of submissions and the learner names on the portfolios match the learner names on provisional results sheet/RCCRS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A mark is assigned to each learner listed on the provisional results sheet/RCCRS, and marks are transferred correctly from Summary Results Sheet (6.1.10).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Part 2: Internal verification criteria to be checked for the selected SAMPLE of learners.

Award Title & Code <u>AND</u> Learner sample* number (e.g. Learner 1, Learner 3, Learner 5)	Initials of person conducting IV.	Total number of portfolios.	Number of portfolios sampled.	Is all assessment documentation available, accessible, and completed correctly? e.g. Summary Results Sheet, Assessor Submission Checklist, signed Assessment Brief(s)/ authorship statement.		Is sufficient and reliable learner evidence available for all learners? Is the learner evidence generated in line with the assessment techniques in the Kerry ETB Module Descriptor?		Is there evidence that feedback was given to learners?		Are learner marking sheets (as per Kerry ETB validated descriptor) used? Are marks and percentage marks calculated correctly? Are grades allocated correctly? Are marks transferred correctly from learner marking sheets to the provisional results sheet/RCCRS?		Are Kerry ETB QA assessment procedures applied across all assessment activities? Is relevant documentation available for exemptions, reasonable accommodations, extensions in extenuating circumstances etc. as relevant?		Comments. <u>Please note:</u> If 'No' has been ticked for any of the criteria, please fill in part 3 of this form.
				Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Part 3: Communicate issues identified during internal verification to the teachers/tutors/instructors.

Note to internal verifier:

Please note that when the **teacher/tutor/instructor (i.e. Assessor)** needs to address issues identified during the internal verification process, the table below should be used to let them know what needs to be done and by when it needs to be completed.

Please complete the table below per Assessor.

Where **actions are being sent to more than one Assessor**, please copy/paste the table below to create **additional tables** that can be added to this report as required.

The table below can then be **copied into an email (snip or copy/paste) and sent to each Assessor separately.**

Assessor name	Date(s) of Internal Verification	Action(s) to be taken to rectify issues identified during the internal verification process.	
Name and code of major award and minor award	Describe the issue(s) and actions that must be taken to complete internal verification.		The actions will be completed by the following date.
	1.		
	2.		
	3.		

**Please add rows as required.*

Part 4: Result and grade amendments.

Have you recommended any result changes as a consequence of the internal verification process?					YES <input type="checkbox"/>	NO <input type="checkbox"/>				
Learner Initials	Learner Sample Number*	Major Code	Major Award Title	Minor Code	Module Title	Initials of Assessor	Original Result	Recommended Result Change	Please detail why the result change is recommended.	
Have you recommended any grade changes as a consequence of a result change (e.g. Pass to Merit)?					YES <input type="checkbox"/>	NO <input type="checkbox"/>				
Learner Initials	Learner Sample Number*	Major Code	Major Award Title	Minor Code	Module Title	Initials of Assessor	Original Grade	Recommended Grade Change	Please detail why the grade change is recommended.	
I confirm that amended results/grades have been updated on the QBS/RCCRS, and the Principal/Campus Manager/Centre Manager/Programme Coordinator has been informed of the amended results/grades.								YES <input type="checkbox"/>	NO <input type="checkbox"/>	N/A <input type="checkbox"/>

***This number should be drawn from the learner sample number assigned to the learner on the "Summary Results Sheet" (6.1.10) or RCCRS F12.**

Part 5: Conclusion.

I confirm that all issues that arose during internal verification have been addressed ahead of the external authentication process.	YES <input type="checkbox"/>	NO <input type="checkbox"/>	Comments:
If 'No' has been ticked above, please identify issues that have not been addressed and the corrective action that is now required.			
Corrective action(s) required:			

Internal verifier name		Signature		Date	
Internal verifier* name		Signature		Date	
Campus/Centre Manager**		Signature		Date	

**Only applicable where there is a second internal verifier.*

*** Please note that the term "Campus/Centre Manager" is inclusive of Principal, Campus Manager, Centre Manager, Programme Coordinator or nominated person.*

**Appendix IV: Kerry ETB Internal Verification Corrective Action Report
Template**

Internal Verification – Corrective Action Report

Registered provider.	Kerry Education and Training Board
Registered Centre and Number.	Choose an item.
Campus/Centre manager* name. <i>* Please note that the term "Campus/Centre Manager" is inclusive of Principal, Campus Manager, Centre Manager, Programme Coordinator or nominated person.</i>	
PLSS course reference number.	
Assessor name.	
Internal verifier(s) name.	
Date(s) of Internal Verification.	

Part 1 – Issue(s) and action(s)

Name and code of major award and minor award	Describe the issue(s) and actions that must be taken to complete internal verification.	The actions will be completed by the following date.
	1.	
	2.	
	3.	

Name(s) of those that agreed the actions outlined above.	Signature	Date

Part 2 – Confirmation that all actions have been taken and issues have been addressed

<p>I (Campus/Centre Manager*) confirm that all issues outlined in Part 1 of this form have been addressed.</p>			
<p>Campus/Centre Manager signature*</p>		<p>Date</p>	

** Please note that the term "Campus/Centre Manager" is inclusive of Principal, Campus Manager, Centre Manager, Programme Coordinator or nominated person.*

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03.10.2024	01.01.2025	FET Quality Council	Amendment	Entire document reviewed (version 1.2).	Procedure was reviewed and updated (version 1.3).