



**1st4sport Level 4 Award in the  
Internal Quality Assurance of  
Assessment Processes and Practice (QCF)  
Course Resource Pack**



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## **Verification Training**

### **Introduction**

This learner resource pack is designed to provide you with an overview of the Verification Training and what that will involve. The course is call the 1<sup>st</sup>4sport 1<sup>st</sup>4sport Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (L4AIQAAQ).

This pack guides you through what you need to prepare prior to the training and details other important information such as the training programme and learning outcomes.

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### **The Verification Training**

The Verification Training has been designed and developed to provide both initial and further training and support to those who work within coaching and the sports voluntary sector and to facilitate learning and development.

This training can be used as a stand-alone professional development event or lead to an accredited qualification.

The key objective of this training is to provide you with the opportunity to reflect and evaluate on your own practice in the design and delivery of verification sessions. This training will explore how to verification can be applied in practice (**what** is to be delivered and **how** it can be delivered). It will identify and reinforce the 'soft-skills' of listening, questioning and feedback. Most significantly it will give you the opportunity to apply that learning in practice, through the planning, designing verification sessions. This training will provide you with the skills to be able to review, assess and guide learner's progress.

This is competency based training which means that its purpose is to support you in being *competent* to be able to facilitate and manage verification. Competent means that you will be able to demonstrate and provide evidence of your ability to facilitate and manage learning in a given environment.

## Qualification Format

The 1st4sport Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (L4AIQAQ) can be studied at a 1st4sport Qualifications recognised centre. The qualification places appropriate emphasis on the practical aspects of the role of the Verification. The qualification is designed to be delivered using a mixture of tutor-led theoretical and practical sessions, and directed activities.

1st4sport Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (L4AIQAQ) is one of a number of qualifications awarded by 1st4sport Qualifications. This qualification is regulated by Ofqual and sits on the QCF; as such, on completion it will give learners credit that may be used towards other similar qualifications. When learners have completed the qualification, or units of it, their QCF achievements will be uploaded by 1st4sport to the Personal Learner Record (PLR) service. This qualification sits on the QCF. Further information on the QCF can be found via the following website: [www.qcda.gov.uk/8150.aspx](http://www.qcda.gov.uk/8150.aspx)

The qualification has been designed for learners who wish to verify learners undertaking competency-based or vocationally related sports qualifications. The knowledge gained will enable learners to develop an understanding of safe, fair, valid and reliable verifications. The qualification provides learners with a chance to demonstrate competence in the verification process through realistic verification simulations.

1st4sport Level 4  
Award in the Internal  
Quality Assurance of  
Assessment Processes  
and Practice (QCF)

### Element 1

Understanding the  
Principles and Practices of  
Internally Assuring the  
Quality of Assessment

### Element 2

Internally Assure the  
Quality of Assessment

All elements are mandatory, and learners who successfully complete these two elements will be awarded the qualification.

To achieve the qualification, learners must attend a programme of training/series of workshops or be able to demonstrate sufficient knowledge and skills through Verification training © Sport Structures Limited 2012

accreditation of prior learning. Learners must also successfully complete the following assessment components:

- A number of assessed tasks including documented evidence of learners planning of verification activities, in support of the quality assurance of appropriate vocational qualifications in sport
- An assessment of a number of tasks, including documented evidence of learners conducting internal verification activities, in support of the quality assurance of appropriate vocational qualifications in sport.
- A professional discussion with the learners assessor, exploring their understanding of aspects of the role and the evidence presented.

### **Task Checklist for portfolio completion**

1. Fill in learner details, recognised centre details on page 3. Please note the centre delivering the course is not the venue of the course
2. Sign off pre-requisites
3. Ask learners to sign page 4.
4. Assessment plan on page 5 to be completed by the L4IQAQ tutor/assessor with the trainee IV. Signature required for both the learner and tutor.
5. Task 1 – page 9 – 14 is a **homestudy task** and should not be completed on the learning programme.
6. Task 2 – page 17 – 24 is a **homestudy task** and should not be completed on the learning programme.
7. Tutor to complete page 6 prior to day 2 – feedback of performance during the learning programme. Signature required by both tutor and learner
8. Complete page 4 at the end of day 2 and sign off task 1.
9. Task 3 – must not be simulated. Internally quality assure an assessor assessing two learners for the same qualification. These could be done on the same day, and for the learners who attended the same course/learning programme. Witnessed and counter signed by an experienced IV. Completion of pages 26-30. Documents should include: IV intervention planning provided to assessor, observation checklist/criteria and an IV report. Signature required on page 31 from learner, counter signatory and L4AIQAQ assessor.
10. Task 4. This task involves carrying out internal quality assurance interventions with an assessor involving a minimum of two learners. The assessor must be different from the one used in task 3. These could be done on the same day, and for the learners who attended the same course/learning programme. This task is to be assessed by an approved L4AIQAQ Assessor, observing intervention 3, 4 or both. Completion of pages 34-36. Documents should include: IV intervention planning provided to assessor, observation checklist/criteria and an IV report. Signature required on page 34 from learner, counter signatory and assessor
11. L4AIQAQ assessor to complete pages 38-41. Signatures required from learner, assessor and L4AIQAQ assessor
12. Sign off page 2 and 3 (Task Achievement and Qualification Unit Achievement)
13. Sign personal statement page 3.

**Interventions three and four must not take place on the same day as interventions one and two (task 3).**

## Workforce Criteria

If you are wishing to be assessed by an assessor from your own National Governing Body for task 4, they will need to meet the below criteria;

- hold a recognised assessing qualification (work environment)\* (examples include: D32 and D33; A1; Level 3 Award in Assessing Competence in the Work Environment; Level 3 Certificate in Assessing Vocational Achievement). \*Previous 1st4sport Certificate in Internal Verification Practice in Sport (CIVPS) tutors and assessors - If only hold IAPS, will need to achieve one of the assessing qualifications listed above within two years, or evidence experience working to those standards.
- hold a recognised quality assurance qualification (examples include: ENTO Unit D34, ENTO Unit V1, 1st4sport Level 3 Certificate in Internal Verification Practice in Sport [CIVPS], Level 4 Award in the Internal Quality Assurance of assessment Process and Practice).
- have successfully taught and assessed learners for other qualifications (tutors and assessors must have experience of successfully delivering and assessing other nationally accredited qualifications, evidenced by IV and EV reports).
- have up-to-date working knowledge and experience of best practice in assessment and quality assurance (evidence of how knowledge in this area is up-to-date through current practice, recognised centre training, mentoring, Internal/External Verifier reports etc. Must be working to the National Occupational Standards for Learning and Development [March 2010]).
- show current evidence of continuous professional development (CPD) in assessment and quality assurance (examples include: Institute for Learning CPD log requirements; attending workshops; reading teaching journals; mentoring opportunities; team teaching; gaining additional qualifications etc).
- Have attended a workforce orientation for L4AIQAQ, covering the learning programme and assessment requirements

Sport Structures will work alongside learners to ensure their assessors meet the above criteria and that the centre (Sport Structures) has relevant evidence of the above criteria from assessors. Alternatively, a Sport Structures assessor will liaise with you to source an opportunity for your assessment of task 4.

## Guidance on Internal Verification

Internal verifiers are one of the most important people in the assessment process. They should have the expertise and authority to ensure that the quality of the learning programme and assessment process are within the expectations of the qualification and the awarding body.

In some centres, an internal verifier may need to work full-time, in smaller centres they may be contracted to work with assessors. Whatever the situation, they must be in a position to influence all aspects of the centres work. An internal verifier might be 'employed' to cover one specific qualification, but ideally should be able to manage assessors across a variety of qualifications in their area of expertise, making the process more effective.

These notes and sample forms are intended to help with Internal Verification (IV) planning. Internal verification is a requirement for those who deliver accredited qualifications and is vital to the assessment process, ensuring that assessments are valid and reliable.

## Responsibilities

It is the responsibility of the:

- **Awarding body** to employ and deploy **External Verifiers** to monitor the work of approved centres, internal verifiers and tutors/assessors
- **Approved centre** to employ and deploy **Internal Verifiers** to monitor the work of the tutors and assessors that it employs, over time and at different assessment sites.

**1<sup>st</sup>4sport Qualifications** requires Internal Verifiers to be appointed if a centre is delivering a qualification utilising more than two tutor/assessors (over a period of time and/or operating at more than one assessment site).

**If a centre falls into either of these categories the centre must have appointed an appropriately qualified person to act as an internal verifier and they must actively fulfil the role, keeping appropriate records of their activities for External Verifiers to see.**

The role of internal verification is at the heart of quality assurance, by managing the assessment process so that the qualification's standards are constantly met. The main aspects of the internal verifier's role involve:

- Verifying assessment
- Developing and supporting tutors & assessors
- Managing the quality of qualifications.

## Verifying Assessment

The aim of verifying assessment is to:

- Ensure that there is consistency and reliability in assessment decisions
- Monitor the quality of tutoring & assessment
- Identify any problems or trends (minor or major)
- Identify any development needs of tutors & assessors.

This can be done through sampling of tutoring, assessments, monitoring assessment practice and standardising assessment judgements.

**Assessment Sampling-** to review the quality of assessors' judgements both during and at the end of the programme of assessments (formative and summative).

Internal Verification should take place at different stages during the programme and centres should avoid leaving it until the end of the programme. Formative verification should show that the IV has dipped into the tutoring & assessment process at different stages of the qualification. This may involve:

- Reviewing learner's work before any units have been signed off
- Looking at portfolios when one or two elements/units or part of the assessment of a qualification has been completed.

The Internal Verifier will be able to evaluate the effectiveness of assessment planning and the quality of summative/formative guidance given to learners. Formative verification is essential to the IV process, by picking up on any potential problems at the early stages of course delivery. It may highlight the need of tutor/assessor support or training or, by contrast, may identify good practice that can be shared with other tutor/assessors.

Summative sampling should entail a review of the quality of assessment decisions and an audit trail to check that assessors have checked the evidence presented by learners to ensure that it is:

• Sufficient	- meets the requirements of the standards
• Current	- has been produced within the last two years
• Authentic	- produced by the learner
• Reliable	- reflects the required level of performance
• Valid	- relevant to the standards
• Ethical	- produced by the learners

The Internal Verifier should also check the quality of tutor/assessment records and reports to ensure there is an audit trail to record assessment decisions.

## **Deciding a Verification Sampling Strategy**

The strategy will differ according to the programme/qualification and the needs of the centre. This is agreed with the External Verifier. Considerations to be made include:

- The size of the sample needed to ensure reliability (i.e the number of learners)
- The assessment methods used in the qualification (i.e internal, external, practical, theoretical assessments, completion of tasks, distance learning etc.)
- The number of assessors involved, experience, location, workload
- The number of assessment sites or satellite centres
- The types of learners, part-time, full-time, special needs etc.
- The learning and assessment programme and guided learning hours
- The qualification, new, revised qualification and/or standards
- Coverage of all units

The IV strategy must include checking decisions made by all the assessors in the team in any given period across the full range of assessment methods used.

## **Monitoring Assessment Practice**

Monitoring assessment practice is essential to:

- Ensure that the principles of best practice in assessment are followed, ideally linked to the National Occupational Standards for Assessment (previously TDLB units D32/D33, now A1/A2)
- Identify potential problems or areas where assessors may need advice/guidance or development
- Ensure that learners understand the assessment process and what is required of them.

This can be done by observing assessors as they carry out observations, conduct assessments and give feedback to learners. Centres must keep records of monitoring assessments and verification for two years.

## **Standardising Assessment Judgements**

This is to ensure that:

- Each assessor consistently makes valid and appropriate decisions
- All assessors will make the same decision based on the same evidence
- All learners are assessed fairly.

It is essential that centres with a number of dispersed, peripatetic or inexperienced assessors undertake standardisation exercises on a regular basis.

## **Developing and Supporting Tutors & Assessors**

Part of the Internal Verifier's role is to guide, support and ensure the continuing professional development of tutors & assessors. This is essential when:

- Tutors/Assessors are new

- Qualifications/standards are new or have been revised
- Following EV visits or other inspections.

For each qualification the internal verifier should ensure that all tutors/assessors have copies of the following:

- Qualification specification
- Tutor pack
- Assessment materials (in the Learning and Assessment materials section of the tutor pack)
- Guidance notes produced by the centre
- Approved Centre's Handbook including the Centre's Appeals Procedure, Equal Opportunities and Health and Safety Policies
- Information on the Centre's physical resources (ie learning resources, venues for delivering practical/theoretical sessions, equipment)
- Information about the centre's External Verifier
- Learner information, including any Accredited learning or assessment needs and any adaptations to assessment as agreed with the external verifier
  - Any other relevant information e.g. time constraints
  - Contact details for the Internal Verifier and other assessors
  - Copies of the appropriate National Occupational Standards for Coaching, Teaching and Instructing
  - Copies of the assessor competencies

Centres/Internal verifiers must check and hold on file:

- A CV or personal profile for each assessor
- Validated copies of each assessor's qualification including D32/D33 or A1/A2 or CAVA/AVRA Certificates (where appropriate).
- Validated copies of verification qualifications
- Up to date CPD

Internal verifiers must agree realistic timescales for assessors to achieve their assessor awards if required and if they have not already done so. The internal verifier must increase their level of sampling and monitoring assessment for newly appointed tutors/assessors whether or not they hold the appropriate qualifications. The external verifier will expect to see evidence that the internal verifier has identified and addressed the development needs of each tutor/assessor.

## **Managing the Quality of Delivery**

The Internal Verifier has an ongoing responsibility to:

- Ensure that resources, including personnel, are effectively managed and planned
- Provide a quality assurance role
- Provide a link between the Awarding Body, the external verifier and other regulatory bodies.

The internal verifier has a responsibility for managing the delivery/assessment team. It is vital that the assessment team are made aware of the results of learners' initial assessments and any additional support or learning/development needs required to allow them to achieve the qualification.

The internal verifier plays a key role in assuring and ensuring quality standards in the delivery and assessment of qualifications. Finally, internal verifiers act as a link between the centre, the external verifier, the Awarding Body and other regulatory bodies. Internal verifiers must ensure they have up-to-date information and guidance and that they disseminate this information to all tutors/assessors in the team.

Lead Internal verifiers are expected to have the following information available for the external verifier:

- Number of learners registered per qualification
- Awarding body registration numbers/details
- Tutor/Assessor's details
- Learner progressive review, assessment records and plans
- Support resources available to learners
- Details of assessment sites and a health and safety policy/risk assessment for each site
- IV sampling strategy
- IV records
- Records of claims for certification
- Examples of learner portfolios/samples of learner's work.

A number of Internal Verifiers will be part of a network of verifiers for a particular qualification. The lead internal verifier will be responsible for agreeing an action plan with the external verifier and communicating this to the network of other verifiers. It is important that all action points raised by the external verifier are addressed within the agreed timescales and different internal verifiers may take a lead role in dealing with these.

Internal verifiers should work with the Centre's key contact to ensure the security of learner files and assessment records. They must ensure that learner files/samples of learners' work are retained by the centre if learners have been certified or a claim for certification has been made between external verification visits. Assessment and verification records must also be retained by centres for at least two years after learner certification and made available for external verification purposes at any time.

## **Sample Internal Verification Forms**

Sample internal verification forms are included within this pack. These are to assist verifiers with the planning and implementation of internal verification. These include:

### **1. Sample Final Internal Verification Report and feedback form**

This form can be used when conducting final internal verification on learner portfolios. It contains a checklist for the internal verifier to use to ensure that each learner's portfolio is complete and assessment records have been signed and dated as required. If the internal verifier feels that there are action points or modifications needed to the portfolio before a claim for certification is made, these can be noted in the middle section of the form. The internal verifier can also use this section for general comments or feedback to the assessor or learner. Once any action points have been addressed, the claim for certification section can be completed and signed.

### **2. Sample course administration report**

This should be used to make sure that the tutor/assessor has followed the process for administration required by the recognised centre. The Centre may add additional items to ensure that learners gain a positive experience.

### **3. Sample 'Internal Verification – Observation of Tutor Performance'**

This form is used for when a verifier is observing a tutor's performance on a learning programme. This should be used to guide further follow up feedback to the tutor on performance and areas of development.

### **4. Sample 'Internal Verification – Observation of Assessor Performance'**

This form can be used when observing an assessor undertake an assessment. The internal verifier can specify the type of assessment activity they have observed and comment on the way that the assessment was carried out. The internal verifier can record an outline of the follow-up discussion with the assessor and record questions and responses. Feedback and any action points arising from the observation can also be recorded on the form.

### **5. Sample Internal Verification Learner Interview Report**

This form can be used to conduct learner interviews and gather feedback on their perception and experiences of the assessment process. If the internal verifier feels that any aspects of the outcome of this interview need to be communicated to the assessor, they can use the sample 'internal verification feedback report' to relay the information to the assessor.

### **6. Sample 'Sampling Plan'**

This "cover" sheet is the guide for the verifier as to the needs of the verification. It identifies what should be sampled and the learners to be sampled. It is an overview record of the verification.

# Sample Verification strategy

## Introduction

It is essential that we have quality assurance systems in place to ensure all assessment is fair, consistent and meets 1st4sport and national requirements. This policy has been designed to promote quality, consistency and fairness throughout the assessment and internal verification activities. It aims to ensure that standards of assessment are maintained over time.

This document is applicable to everybody involved in assessment administration, management, verification and moderation of any 1st4sport qualifications delivered within the breadth of this centres activities. Any activity related to 1st4sport within a satellite, delivery and/or assessment site is also obliged to abide by this policy.

We have identified a key contact, responsible for ensuring the quality of our relationship with 1st4sport. The key contact will fulfil other roles related to the delivery of 1st4sport Qualifications at the same time, such as internal verifier, tutor and/or assessor.

We have identified the roles of the following other approved centre personnel roles are covered in this section:

- Internal Verifier
- Assessor
- External Assessor
- Tutor
- Invigilator
- Learner

Title	Role
Key contact	Acts as the main liaison between the approved centre and 1st4sport qualifications
Internal verifier	coordinates the work of the tutors and assessors, quality assure and support
Internal assessor	Conducts the internal assessment of learners for a particular qualification
External assessor	Conducts the external assessment component of a qualification
Tutor	Provides learners with a programme of learning which will enable them to meet the learning and assessment outcomes of a particular qualification
Tutor/assessor	Where no conflict of interest is likely or appropriate quality assurance mechanisms are in place, the roles of tutor and assessor may be fulfilled by one person
Invigilator	Responsible for overseeing the internal or external written assessments
Learner	Pursues a particular qualification via a 1st4sport Qualifications approved centre

## **Responsibilities of the Key Contact**

The Key Contact should be an employee of the organisation. In certain exceptional circumstances an individual may be contracted part-time to fulfil the role.

The Key Contact is responsible for ensuring that:

- they have the authority to influence the quality of the outcomes of the qualifications for which the centre is approved
- they have the authority to influence and oversee the administrative procedures of the approved centre, maintaining an effective service to learners
- the health and safety of learners is ensured at all times
- they have regular contact with, and influence on, those responsible for the delivery and assessment of the qualifications for which the centre is approved
- they will be available to maintain effective communication with 1st4sport Qualifications and the appointed external verifier, coordinating meetings with the external verifier and are available to meet with the external verifier on all visits
- any action points agreed between the external verifier and the centre are communicated to the centre's staff and actioned within the agreed timescales
- the 1st4sport Qualifications procedures for the registration and certification of learners are followed within required timescales
- centre staff are familiar with the centre's recording systems, documentation and procedures for assessment and internal verification (if appropriate)
- records are retained by the centre for at least two years • These must include:
  - lists of learners for each qualification
  - dates, names, CVs and contact details for tutors, assessors and internal verifiers the outcomes of each course/by learner
  - records of Internal Verification (if applicable)
  - External Verification activities/meetings
  - appeals and complaints
  - arrangements for learners with particular assessment needs
  - staff involved with the delivery, assessment and internal verification of qualifications are regularly involved in meetings and activities to promote continuous professional development
  - centres retain learner portfolios and/or samples of completed assessments until the next External Verification visit or for six months after the centre's claim for certification
  - 1st4sport Qualifications is informed of any changes to information provided to 1st4sport Qualifications as part of the centre approval 'process or that might affect the quality of the outcomes of qualifications
  - 1st4sport Qualifications procedures are followed promptly, particularly in respect of payment of invoices and forwarding learners' work, evaluation forms and other information requested by 1st4sport Qualifications
  - learners, who are entitled, receive appropriate credit and certification for their achievements.

## **Responsibilities of Internal Verifiers**

An internal verifier will need to be appointed in centres where they are delivering at more than one training and assessment site or utilising more than two tutors/assessors on a particular qualification. Where there are only two assessors working on the same qualification or group of qualifications, they are expected to share their interpretation of criteria on a regular basis. External verifiers will look for evidence of this liaison.

Internal verifiers may be employed by the approved centre, or where appropriate expertise is unavailable, contracted in to fulfil a part-time position. Internal verifiers may also act as tutors and/or assessors but must not verify their own activities.

Where an internal verifier is required, they are responsible for ensuring that:

- they are only verifying qualifications for which they have the appropriate expertise
- they meet and maintain the competences of the general and qualification-specific criteria for internal verifiers (Section 6)
- the work of assessors, for whom they are responsible, meets the quality expectations
- assessors, for whom they are responsible, are provided with the appropriate levels of support and continuous professional development to enable them to fulfil their duties
- the Key Contact is provided with information to enable the effective reporting and administration of the approved centre's activities.
- they establish an IV sampling strategy, sampling plan and subsequent implementation.

For qualifications where, because of the size or geographic spread of assessments, more than one internal verifier is required to ensure the quality, an Internal Verification Team (IVT) must be established. Where an IVT is required, one verifier must be identified/allocated to take on the role of Coordinating IV, ensuring that the internal verification strategy and sampling plans are effectively established, implemented and maintained by the IVT.

## **Responsibilities of Internal Assessors**

Any number of appropriately qualified and experienced assessors may be employed in crediting the competence and knowledge of learners. Assessors may be employees of the approved centre or contracted part-time. Where no conflict of interest is likely, or appropriate quality assurance mechanisms are in place (ie external assessment components), assessors may be involved in the delivery/tutoring of the learning outcomes of qualifications.

Internal assessors are responsible for ensuring that:

- they only assess learners for qualifications for which they have the appropriate expertise
- they meet and maintain the competences of the general and qualification specific criteria for assessors
- learners are made aware of the criteria against which they are to be assessed
- learners understand the various means by which they can demonstrate their competence and/or knowledge
- learners' competence and/or knowledge is credited appropriately
- all assessments are conducted against the guidance provided by 1st4sport Qualifications and against the assessment outcomes and criteria for the particular qualification
- the Key Contact is provided with information to enable the effective reporting and administration of the approved centre's activities

## **Responsibilities of Independent Assessors**

External assessors provide a critical service that supports the quality of qualifications. Currently our qualifications utilise two types of external assessor:

- 1 An appropriately qualified person contracted by 1st4sport Qualifications to externally assess written materials for qualifications where the external assessment component involves knowledge tests.
- 2 An appropriately qualified person contracted by the approved centre to externally assess practical activities for qualifications where the external assessment component involves a practical (and possibly knowledge) test.

All accredited qualifications include a component that has to be externally assessed. For those qualifications which involve external assessment of learners performance or externally assessed tasks, the assessment must be undertaken by an external assessor who is independent of the centre and has not been involved in the tutoring or internal assessment of the qualification. The centre must arrange for appropriately qualified/occupationally competent external assessor/s to conduct the assessments and give learners appropriate feedback on their performance.

Their responsibilities include:

- maintaining their qualifications and/or occupational competence to enable them to credibly fulfil their role
- conducting assessments of external assessment components as appropriate to the qualification including learners' performance and tasks
- completing reports on the outcomes of assessments.

## **Responsibilities of Tutors**

Tutors may be employed to deliver some or all of the learning outcomes of a qualification, depending on their breadth of expertise. Tutors may be employees of the approved centre or contracted part-time. Where no conflict of interest is likely, or appropriate quality assurance mechanisms are in place (ie external assessment components), tutors may be involved in the assessment of the outcomes of qualifications.

Tutors are responsible for ensuring that:

- they only tutor qualifications for which they have the appropriate expertise
- they meet and maintain the competences of the general and qualification specific criteria for tutors
- learners understand the nature and intent of the qualification they are registered for and that it is appropriate to their needs and aspirations
- learners understand the learning and assessment outcomes of the qualification they are seeking
- learners understand what is expected of them during their development of competence and/or knowledge
- learners are made aware of the programme for assessment(s)
- learners receive learning opportunities which meet their needs and the achievement of the learning and assessment outcomes of the qualification
- the Key Contact is provided with information to enable the effective reporting and administration of the approved centre's activities.

## **Responsibilities of Invigilators**

An invigilator is responsible for overseeing the written assessment component(s) of a qualification and is required to:

- be familiar with Ist4sport Qualifications Security and Invigilation Procedures for
- written assessments
- know what references (if any) learners are allowed to use during the assessment
- ensure that the specified duration for the assessment is adhered to
- make the learners aware of their responsibilities during the assessment
- ensure that all assessment papers! including any unused papers, are given to the person responsible for returning them to Ist4sport Qualifications.

### **Responsibilities of Learners**

The background and previous experience of education of learners will be very varied. We aim to offer qualifications that are flexible! that can be delivered in formal and informal education environments and that are available via full-time or part-time study.

To help us make our qualifications as accessible as possible, we expect all learners to:

- make every effort to ensure that the qualification for which they are registered will meet their needs and expectations
- understand the learning and assessment outcomes of the qualification and that the learning methodology is appropriate to them
- meet the requirements and proposed programme of assessment
- commit to the Values Statement and Codes of Ethics and Behaviour attached to the qualification for which they are registered.
- make themselves available for assessment, including internal and external assessment component

## **Internal Verification Policy – Sample Only**

### **Verification Aim**

The Internal Verification aim is to ensure effective management of assessment and verification processes, effective support for assessment and verification personnel, and to quality assure the outcomes of assessment in-line with 1st4sport and national requirements.

### **Verification Objectives**

Internal verification objectives propose to:

- operate from established verification policy and procedures that are reviewed where required in-line with the centres' quality control arrangements
- ensure an effective induction is provided for all members of the assessment and verification teams, as required
- ensure effective appraisal and continued professional development for all members of the assessment and verification teams
- ensure that the assessment and verification teams understand and follow all the centre policies and procedures
- ensure the centre will embed equality and diversity throughout the internal verification and assessment activities
- ensure quality via accurate and effective assessment of all learners
- monitor and ensure consistency of assessment outcomes via appropriate interpretation of 1st4sport's specific qualifications and/or national requirements
- review and evaluate the quality and consistency of assessment at different stages of the assessment process
- maintain accurate and current records of internal verification and moderation
- standardise all components of the assessment where appropriate
- carry out continuous improvement activities to ensure all corrective actions best practice guidelines requested by the external verifier/1st4sport QMT are complied with.

## **Internal Verification Strategy**

### **Introduction**

The purpose of this strategy is to provide realistic strategic objectives devised to ensure that we will effectively comply with 1st4sport's internal verification/moderation requirements and/or the national standards. In devising an IV strategy, we are also effectively complying with our own IV policy.

### **Objectives**

There are a number of strategic objectives whereby we propose to ensure:

- all personnel with internal verification/moderation responsibilities are suitably qualified to undertake this role
- that all assessment, internal verification and/or moderation personnel are aware of the internal verification policy and strategic objectives and can facilitate the implementation
- assessment/internal verification/moderation personnel development needs are taken into consideration
- that developing and newly qualified internal verifiers are given the necessary support to fulfil their duties effectively
- a selected sample across assessors of 25% (or one learner if less than four are registered within a cohort) of learner evidence and assessor feedback is internally verified from 100% of the courses/learner cohorts authorised
- all assessors and all types of assessment (including direct observation of assessment practice) are internally verified across all active assessment sites, over a twelve month period
- one standardisation activity is conducted per eight courses/100 learners within a cohort programme (or two standardisation activities annually where the take up of learners is not great enough to achieve this objective)
- that records and documentation of assessment, internal verification and moderation decisions are maintained for external verification purposes
- that all assessment and internal verification records per learner are maintained for a period of five years after certification has occurred.

### **Internal Verification Interventions**

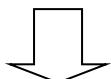
The following internal verification interventions aim to ensure the consistency of assessment across all assessors, at all sites. IVs should aim to make an intervention to every course/learner cohort, on at least one occasion.

Internal Verification interventions include:

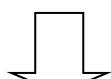
- observation of assessments
- sampling of assessment evidence
- learner interviews (face to face/via telephone)
- standardisation activities and/or meetings.

## **Internal Verification Procedure**

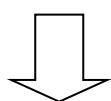
Complete the sampling plan template for the course/learner cohort for each assessor



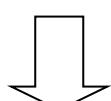
Conduct formative verification interventions as identified with the sampling plan



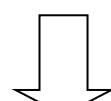
Provide action plans for assessors where required



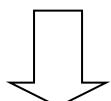
Facilitate additional training or continued professional development opportunities for assessors where required



Conduct final verification interventions as identified with the sampling plan



Provide action plans for assessors where required



Facilitate additional training or continued professional development opportunities for assessors where required

## Verification documentation – Sample Only

### 1. Final Internal Verification Sampling Report Template

Internal Verifier	
Qualification	
Tutor	
Assessor	
Unique Centre ID	
Event Authorisation Number	
Date	

Type of Verification	Yes
Portfolio	
Tutor	
Assessor	
Course	
Learner	
Other please state;	

### Verification Summary

## Feedback

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## Action Plan

## By When

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Signature of Internal Verifier:

Date:

## 2. Course Administration Report

Internal Verifier			
Tutor			
Assessor			
Qualification			
Unique Centre ID			
Event Authorisation Number			
Location			
Date			

Did learners receive:	Yes	Part	No
Pre-course information in good time			
A Sport Structures 1 <sup>st</sup> 4Sport candidate pack			
A confirmation letter informing them of the dates, times and location of the course			
Information on what equipment they needed to bring with them			
A ULN information sheet			
A sales leaflet			
Were learners given advice on funding for this qualification (if applicable)			
If so, which source did this come from?			
Information on the qualification requirements			
Signposting to further coach education / coaching opportunities			
Did tutors:	Yes	Part	No
Receive candidate details			
Receive venue and equipment information			
Receive resources			
Complete the risk assessment			
Check for ID (for ULNs)			
Sign all relevant fields of the portfolio			
Did assessors:	Yes	Part	No
Receive venue information			
Receive start and finish times			
Receive candidate details			
Receive tutor details (i.e. name and contact details)			
General	Yes	Part	No
Was the venue open on time			
Was the venue suitable			
Was the venue accessible			
Did the venue have appropriate learning facilities			

## Comments

## Action Points

Signature (IV)

Date

### 3. Tutor Performance Report

Internal Verifier	
Tutor being verified	
Qualification	
Unique Centre ID	
Event Authorisation Number	
Date	
Location	

Did the tutor...		C, AP, Q	Comments
Planning and Preparation			
1	Prepare and use appropriate session plans, taking learners needs into account?		
2	Have appropriate and safe facilities/resources/equipment?		
3	Create and maintain a safe, supportive, interactive and enjoyable learning environment?		
Delivery			
4	Demonstrate knowledge and understanding of the subject in the delivery and facilitation?		
5	Use a range of learning activities covering different learning styles?		
6	Use a variety of audio/visual resources to engage learners?		
7	Use different forms of group management (individual, pairs, small/large groups)?		
8	Communicate effectively using clear English free from jargon?		

<b>Did the tutor...</b>		<b>C, AP, Q</b>	<b>Comments</b>
9	Demonstrate effective use of listening skills and questioning to check learning?		
10	Set up and manage group work using interventions to draw out learning?		
11	Involve learners and provide sufficient opportunities for them to ask questions?		
12	Provide individual feedback to learners?		
13	Maintain a professional attitude in terms of code of conduct, equality and diversity?		
14	Maintain appropriate behaviour throughout the session, dealing with any form of inappropriate behaviour or attitude?		
15	Deliver sessions with realistic and appropriate timings?		
16	Summarise and conclude the session, referring to learning outcomes?		

**Further Questions****Comments****Action Points**

Signature of tutor	
Signature of IV	
Date	

#### 4. Assessor Performance Report

Internal Verifier	
Assessor	
Qualification	
Unique Centre ID	
Event Authorisation Number	
Assessment Activity Observed	
Location	
Date	
Sample size (min 25%)	out of

Did the Assessor...		C, AP, Q	Comments
1	explain and negotiate the assessment process?		
2	select fair and reliable assessment opportunities?		
3	complete and agree an assessment plan?		
4	encourage the learner to present evidence and relate it to the assessment criteria?		
5	use only the specified assessment criteria, range and knowledge?		
6	Act appropriately and remain unobtrusive during the observation?		
7	use the specified documents for recording assessment?		
8	Use questions which relate to the assessment criteria?		

Did the Assessor...		C, AP, Q	Comments
9	confirm success to the learner as soon as evidence meets the assessment criteria?		
10	give and record feedback as soon as practicable?		
11	Agree and involve the learner in action planning?		
12	record evidence and assessment decisions according to assessment criteria?		
13	Ensure that the evidence is valid and can be reliably attributed to the learner?		
14	Awareness of the assessor of the need to make any reasonable adjustments?		

#### Further Questions

#### Comments

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## Action Plan

Signature of assessor	
Signature of IV	
Date	

## 5. Learner Interview Report

Internal Verifier	
Tutor / Assessor	
Qualification	
Unique Centre ID	
Event Authorisation Number	
Learner	
Location	
Date	

	Question	Answer
1	Did you receive all the information you needed prior to the course?	
2	Were you aware of the course requirements prior to the start of the course?	
3	Was the process of completing your qualification explained to you? If so, what do you understand this process to be?	
4	Are you aware of the Sport Structures learner pack and all relevant procedures i.e. Health and Safety, Equality, Appeals and Complaints?	
5	Do you know who to contact if you want to make an appeal or complaint?	
6	What assistance have you received from the tutor and others to help you complete tasks/units or the qualification?	
7	What tasks have you completed so far? Have you	

	<b>Question</b>	<b>Answer</b>
	signed any records to confirm completion?	
8	When, where and how does assessment for your qualification take place?	
9	Did you plan with your tutor/assessor how you would work towards achieving the qualification?	
10	Does your tutor/assessor give you feedback after assessment? Is this feedback in written form?	
11	What help and guidance have you received from people other than your tutor/assessor to complete your qualification?	
12	Were you involved in planning your coaching development following the course with your assessor?	
13	What challenges or difficulties have you experienced during your course?	
14	What parts of your course have you enjoyed?	
15	Will the qualification help you in the future? If so, in what way?	
16	Is there any way you would improve the course?	

## 6. Sampling Plan

Internal Verifier name:		Tutor / Assessor name:	
Qualification and Level:		Unique Centre Number (UCN):	784
Programme start date:		Event Authorisation Number	
Programme end date:		Centre site (Location):	

Assessment Methods							
Observation of independent practical assessment	OINDPA	Observation of internal practical assessment	OIPA	Internally assessed portfolio	IP	Other	Please state
Action Points							
Competent assessment practice	C	Action Points	A	Learner left programme	X	Action points to be recorded on final IV feedback sheet	

## Action Plan