



Internal Verification Framework

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Internal Verification Framework

MCC is committed to delivering and maintaining the quality of its education and qualifications, through the provision of a standardised assessment and internal verification (IV) framework. This sampling strategy outlines the internal verification sampling methodology, the range of assessment covered and the documentation of this process which will conform to the MCC Internal Verification Policy and the awarding body requirements

The IV framework is in place to ensure fair and consistent assessment activities for all learners. The framework is applicable to:

- All learners
- All tutors/assessors
- All methods of assessment
- All elements of the qualification
- All levels of qualifications
- All assessment locations

The quality assurance (QA) head at MCC is responsible for maintaining consistency within the IV and QA teams. These form the principal link between the awarding body's external verifiers (EV) and the centre coordinators. The QA team at MCC is responsible to maintain appropriate documentation relevant to internal verification and to ensure that IV decisions are consistent with the quality controls of the awarding body.

Role of Internal Verifier

Internal quality assurance and verifier role is to ensure that any and all claims for certification are authentic and that any possible risk to the integrity of any award is managed and mitigated.

The internal verifier will complete a summary of achievement record for each unit in every learner's portfolio maintained by MCC. A structured and systematically documented sampling strategy will ensure risk to award integrity will be circumvented. MCC tutors and assessors will maintain a portfolio of all learners they are responsible for and will deliver training and conduct formative assessments in line with the guidelines of the awarding body.

Sampling Strategy

The sampling process will involve reviewing the learners work to ensure its alignment with the quality and standards of both MCC and the relevant awarding body. Sampling may be carried out at interim or summative phases to showcase whether the sample presents a sufficiently accurate and true picture of the quality of training and assessment at MCC and to deliver confidence that those not sampled also meet the national standards.

Interim Sampling

The Internal verifier will undertake the sampling process at different stages of the learner's journey to enable the provision of timely formative assessment. Reviewing the learner's work in progress will also identify tutor's need for any support or training that may be required.

Summative Sampling

Final work will be reviewed by the internal verifier through sampling to review the quality of work that will be submitted to the awarding body. The IV is responsible to check that the work meets all the requirements of the learning outcomes and assessment criteria as laid out by the awarding body.

A sampling strategy document will be created for each tutor that defines the rate of sampling; defined by taking into account the skills, experience, quality and historic performance of each tutor as well as any changes to the qualification.

A range of assessment methods should be included in the sample, and the number of candidates sampled should be proportionate to the total number of candidate entries for that qualification in your centre, including any candidates at alternative or satellite sites. You may choose to use a defined number, defined percentage, or the square root of the total number of candidates taking that assessment. However, for a new qualification or one new to your centre, a higher level of sampling would be expected to reduce any quality assurance risks. The internal verifier should therefore sample assessments from every candidate group assessed by every assessor. This should include any instances of remediation, where the assessor has required the candidate to supply additional evidence because of a minor shortfall or omission. Such instances must be formally noted by the assessor.

The following factors should be considered in selecting the sample:

- new assessors: either new members of staff or new to the qualification
- a new qualification, or one new to MCC
- any changes to the unit or assessment by the awarding body since the last delivery
- any issues previously identified by internal or external verification
- different methods of assessment used with different candidate groups
- different modes of delivery (full/part-time, online, partnership arrangements)
- coverage over time to ensure that all assessments within a qualification are internally verified
- candidates in alternative or satellite assessment sites

Like standardisation, sampling should take place at different points throughout the delivery of the qualification, and not be left until assessment has been completed. This allows the internal verifier to address any concerns before external verification and the submission of candidate results, by expanding the sample or sampling again later at a later stage. It is important that sampling is 'fit for purpose'. If the qualification is highly knowledge based, the records of that knowledge evidence and the associated assessment judgements should be sampled as part of the verification process. If the qualification involves performance or practical activities, sampling should include not only evidence such as candidate logs and assessor observation reports, but also methods to gauge how the assessment judgments were made, such as the participation of the internal verifier in dual assessment exercises. It is good practice to document your sampling strategy together with records of sampling activity. Such records should include the date at which sampling activity took place.

Sampling rate

- **Red** – 100% sampling for newly qualified and newly appointed tutors requiring maximum support
- **Amber**- Medium support for experienced tutors with sampling 1 in every 3 of the learners work
- **Green**-Sampling of 1 in every 10 for tutors who have demonstrated their skills and expertise through historic performance.

Sample plans

The Internal verifier will create and complete a sample plan for each qualification awarded with the following details:

- All units within the qualification
- A record of teaching and learning for each unit
- All assessment methods used for each unit

Sampling Reports

The feedback from the sampling will be compiled within the sampling report. Feedback will be shared with tutors in person or (where an in-person meeting is not practical) via electronic media and a copy of the report will be shared post meeting. All decisions within the sampling report will be reviewed by the QA team and accepted decisions will be signed on the relevant sampling report. During the assessment process, the internal verifier should select a sample of candidate evidence to check that each assessor is making consistent decisions in line with national standards. This allows the internal verifier to review assessment judgements and identify any inconsistencies at an early stage. The internal verifier can then ensure that action is taken to address these issues. This may involve expanding the sample, or sampling the work of these assessors again later in the delivery of the qualification. It is important that this should be a supportive activity that ensures confidence in the assessment process and provides professional development.

Standardisation:

The internal verifier should arrange standardisation exercise to support all assessors in their judgement of candidate evidence. These activities allow any subjectivity and/or discrepancies between assessors' judgements to be identified and allow adjustments to remedy these. They also allow the internal verifier to disseminate good practice.

The internal verifier should make sure that the standardisation exercise used is appropriate for the type of evidence generated by the chosen assessment method for example by observation, product evaluation, written/oral questions or a combination of these methods. Appendix A sets out the most common methods of assessment used by MCC, although some qualifications have specific rules on which methods must be used or are most appropriate.

A single unit will be identified by the Internal Verifiers to sample across all assessors. This will form part of the Assessment teams' standardisation process. Internal Verifiers must ensure this unit is included in their sampling.

Each internal verifier is responsible for their occupational area working within the agreed

sampling plan. Internal Verifiers must check with the Quality Assurance Manager if unclear about the procedures and/or recording requirements. Internal Verifiers are reminded that when using the minimum internal verification processes allowable, the activities must be carried out throughout the period of assessment. ***Under no circumstances must internal verification only take place towards or, at the end of assessment.***

Internal verifiers may increase the extent of the sampling if there are concerns about assessment practice. Any serious concerns or hint of malpractice should be reported immediately to the Quality Assurance Manager.

A sampling activity should always be documented. If, during sampling or standardisation meetings, there is identification of an inconsistency in the standards applied, the assessment judgements made, or a mismatch between assessor expectations and marking, then remedial action must be taken.

Any evidence affected should then be reassessed in order to ensure that it is aligned with the agreed standard expected within the qualification. That standard should, of course, reflect the national standard as determined by the awarding bodies' criteria and moderation / verification processes. Feedback from previous assessment series should be discussed, where relevant, as part of internal standardisation meetings, to ensure clarity of expectations and address problems encountered before. In addition to reassessing work, any inconsistency should be immediately fed back to the assessor in question. This will ensure that the standards are reinforced and that further problems are not experienced.

Standardisation Meetings

The standardisation meeting will be attended by all staff that deliver and assess on a particular qualification. The centre QA committee will chair and lead the standardisation meeting.

Schedules

The meeting may take place monthly, quarterly, after the internal verification. Standardisation can also be undertaken at the end of a qualification after the results and moderation reports are released, to analyse results and feedback.

The Standard agenda items in the meetings is as follows:

Qualification title	
Date of meeting	
Level	
Location of Meeting	
Meeting Agenda	
▪ Qualification update ▪ Feedback from External QA ▪ Sampling update and issues identified ▪ Units to be standardised ▪ Sharing of good assessment practice	

Suggested points to be covered in an agenda for standardisation meeting may include:

- Attendees
- Actions from previous standardisation meetings
- Progression and achievement of learners
- Sampling and discussing examples of learners work
- Good practice from delivery and assessing staff
- External and Internal quality assurance reports
- Review and updates of centre policies and procedures
- Centre updates
- MCC updates
- Awarding Body updates
- Date of next meeting

APPENDIX A

Assessment Methods

Method of Assessment	Observation	Evaluation	Questioning
Assignment: problem-solving exercise with clear guidelines, structure and length		x	x
Case study: describes a realistic situation. Candidates are prompted to analyse the situation, draw conclusions /make decisions/ suggest courses of action.		x	x
Examination/written test: collection of assessment methods which samples a domain of knowledge and/or skills.			x
Listening test: assesses listening skills using live or recorded stimulus. Learners demonstrate their understanding by oral or written responses.			x
Oral quiz: assesses knowledge and understanding, may be linked to the assessment of a practical activity or performance		x	x
Speaking test: of a candidate's listening and communication skills. It is often described as the 'assessment of speaking' or 'talking assignment'			x
Performance: assesses skills of which the evidence is ephemeral	x		
Professional discussion: discussion of evidence already provided or demonstrated		x	x
Project: task involving research or an investigative approach		x	x
Questioning (includes: Alternative response; Assertion/reason; Cloze; Completion; Extended; Grid; Matching; Multiple choice; Multiple response; Restricted response; Short answer; Structured)			x
Dissertation: substantial written essay, treating a subject or issue in depth in a formal, methodical manner.		x	