



Internal Verification Policy

DOCUMENT INFORMATION

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Version Control

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Current revision August 2025	Complete document restructure - Version 2.0	Comprehensive expansion, improved clarity, added procedures and roles

The individuals or group responsible for this document have the authority to make changes to it whenever necessary. In the event of any amendments, all relevant personnel will be duly notified.

The document can be found on the AIC website at the following link:

<https://www.aicedu.lk/academic-progression.php>

1. Internal Verification Policy

AIC Campus Internal Verification Policies are in line with the wants of all of our awarding bodies. These awarding bodies require that the faculty operate an efficient internal quality assurance system, which assesses all candidates accurately, fairly and consistently to national and international university standards. Internal verification occurs before and through delivery of assessment.

Verification may be a crucial element of the standard assurance and enhancement process. It ensures that every candidate, entered for the identical qualification, are assessed fairly and consistently to the desired standard to take care of national standards.

AIC is committed to pursuing high internal verification standards with appropriate allocation of resources in order to implement this Policy fully, to the best of our abilities. This Policy Statement is to be reviewed according to necessity, as well as periodically every two years.

1. Introduction and Scope

1.1 Policy Statement

AIC Campus is committed to maintaining the highest standards of academic quality and integrity through robust internal verification processes. This Internal Verification Policy establishes a comprehensive framework to ensure that all assessment processes are conducted fairly, consistently, and in accordance with national and international standards.

1.2 Scope

This policy applies to:

- All academic programs delivered by AIC Campus
- All forms of internal assessment including coursework, projects, practical assessments, and examinations
- All academic staff involved in assessment and verification processes
- All students enrolled in AIC Campus programs

1.3 Alignment with Awarding Bodies

AIC Campus Internal Verification Policies align with the requirements of all our awarding bodies, which mandate that institutions operate efficient internal quality assurance systems to assess all candidates accurately, fairly, and consistently according to national and international university standards.

2. Definitions and Key Terms

Internal Verification (IV): A systematic quality assurance process that ensures assessment decisions are accurate, consistent, and meet required standards.

Assessor: A qualified individual responsible for making assessment decisions about student work.

Internal Verifier: A qualified individual responsible for monitoring and sampling assessment decisions to ensure consistency and standards compliance.

Sampling: The process of selecting a representative portion of assessed work for verification purposes.

Standardization: The process of ensuring consistent application of assessment criteria across all assessors and programs.

Moderation: The review and adjustment of assessment decisions to ensure fairness and consistency.

3. Purpose and Objectives

3.1 Primary Purpose

The purpose of Internal Verification at AIC Campus is to ensure consistency, accuracy, and fairness of assessment processes and decisions. It serves as a systematic approach to maintain and enhance the quality and standards of education offered by the institution.

3.2 Key Objectives

Quality Assurance forms the cornerstone of our internal verification system. The policy is designed to maintain and continuously improve the quality of teaching, learning, and assessment practices across all academic programs. Through systematic verification processes, we ensure that all assessment procedures align with institutional standards and regulations while promoting continuous improvement in academic delivery. This comprehensive approach to quality assurance enables the institution to identify areas for enhancement and implement necessary improvements to maintain excellence in educational provision.

Standardization is critical to ensuring fairness and equity across all academic programs. The policy establishes mechanisms to ensure consistent grading and assessment practices across different modules, courses, and departments. By implementing standardized procedures and criteria, we significantly reduce the possibility of bias or unfairness in assessment decisions while maintaining uniform application of assessment criteria throughout the institution. This standardization process ensures that all students, regardless of their program or department, receive equal treatment and are assessed against the same high standards.

Compliance with external requirements is essential for maintaining institutional credibility and accreditation status. The internal verification policy ensures full compliance with external regulatory requirements and meets the rigorous standards set by accrediting bodies and awarding organizations. The institution is committed to adhering to national and international quality frameworks, ensuring that our qualifications maintain their value and

recognition in the global education marketplace. Regular monitoring and review processes guarantee ongoing compliance with evolving regulatory requirements.

Feedback and Improvement mechanisms are embedded throughout the verification process to support professional development and institutional enhancement. The policy provides structured opportunities for constructive feedback to assessors, enabling their professional development and improving assessment practices across the institution. This continuous feedback loop enables ongoing improvement in assessment methodologies while fostering a culture of quality enhancement where all staff members are committed to excellence in their professional practice.

Issue Identification and resolution processes are integral to maintaining academic integrity and program quality. The verification system is designed to identify any inconsistencies or problems in assessment practices promptly, enabling swift resolution of quality issues before they impact student experience or academic standards. This proactive approach to quality management helps maintain the integrity of academic programs and ensures that any potential problems are addressed systematically and effectively.

Student Confidence in the assessment process is fundamental to creating a positive learning environment. The policy is specifically designed to enhance student confidence in the fairness and validity of assessment processes, fostering a positive and trustworthy learning environment where students feel valued and fairly treated. By ensuring equitable treatment of all students and maintaining transparent assessment processes, the institution builds trust and confidence in its academic programs and assessment decisions.

Data Integrity underpins all institutional decision-making and reporting processes. The internal verification policy contributes significantly to the accuracy and reliability of assessment data, which is crucial for institutional reporting, quality assurance, and strategic decision-making processes. Maintaining robust academic records and ensuring data accuracy supports the institution's accountability to students, regulatory bodies, and other stakeholders while providing reliable information for continuous improvement initiatives.

4. Roles and Responsibilities

4.1 Assessors

Primary Responsibilities of assessors encompass the fundamental aspects of quality assessment delivery within the institution. Assessors are required to ensure that all assessments they conduct are valid, reliable, practicable, equitable, and fair, representing the core principles of effective assessment practice. They must conduct internal

assessments using appropriate assessment instruments that accurately measure student learning outcomes and competencies. The uniform and consistent application of assessment standards is essential, requiring assessors to maintain objectivity and fairness in all assessment decisions. Assessors must make accurate professional judgments about whether learners have successfully met the national standards required for their qualification, taking into account both the specific learning outcomes and the broader competency requirements of the program.

Furthermore, assessors are expected to participate actively in moderation activities designed to ensure consistent application of standards across all assessment contexts. This includes engaging in collaborative discussions with colleagues to calibrate assessment decisions and participating in comparative analysis of student work. Maintaining consistency in marking and grading practices requires assessors to follow established marking schemes and criteria while applying them fairly across all student submissions. Comprehensive documentation of assessment decisions is essential for transparency and accountability, requiring assessors to maintain clear records that can withstand scrutiny during verification processes.

Specific Duties extend beyond basic assessment activities to encompass broader professional responsibilities. Assessors must develop high-quality assessment materials that are properly aligned with intended learning outcomes and program objectives. This involves creating clear, unambiguous assessment criteria and marking schemes that students can understand and use to guide their learning and preparation. Providing clear assessment information to students before assessment activities begin is crucial for ensuring fairness and enabling students to demonstrate their capabilities effectively.

Maintaining accurate and comprehensive records of all assessment decisions supports both individual student progression and institutional quality assurance processes. Assessors must respond constructively to feedback provided by internal verifiers, viewing this as an opportunity for professional development and continuous improvement rather than criticism. Any concerns about assessment processes, whether related to student performance, assessment validity, or procedural issues, should be reported promptly to ensure timely resolution and maintenance of academic standards. Regular attendance at standardization meetings and training sessions is mandatory to ensure ongoing professional development and consistent application of institutional policies and procedures.

4.2 Internal Verifiers

Primary Responsibilities of internal verifiers center on ensuring the integrity and consistency of assessment processes across the institution. Internal verifiers must ensure that all assessments are appropriately administered with minimal risk of non-compliance,

which requires systematic monitoring of assessment procedures and identification of potential areas of concern before they become problematic. Verifying that assessments are valid for each qualification involves detailed examination of assessment materials, methods, and outcomes to ensure they accurately measure the intended learning outcomes and meet the requirements of the awarding body.

A critical responsibility involves confirming that assessments generate sufficient evidence to demonstrate that national standards are being met consistently across all programs and student cohorts. This requires internal verifiers to have comprehensive understanding of both national standards and institutional requirements, enabling them to make informed judgments about the adequacy and appropriateness of assessment evidence. The systematic sampling of student work for verification purposes must be conducted using established protocols that ensure representative coverage while maintaining efficiency and effectiveness of the verification process.

The review and confirmation of assessment instrument validity, including reassessment materials, requires internal verifiers to possess detailed knowledge of curriculum requirements and assessment best practices. They must be able to identify potential weaknesses or inconsistencies in assessment design and work collaboratively with assessors to address any identified issues. This responsibility extends to ensuring that all assessment materials remain current and aligned with evolving standards and requirements.

Specific Duties encompass both monitoring and developmental functions within the quality assurance framework. Internal verifiers must actively monitor assessor performance across all aspects of their assessment responsibilities, providing constructive support and guidance where needed. This involves regular observation of assessment practices, review of assessment decisions, and provision of feedback designed to enhance professional practice. Ensuring that assessors maintain familiarity with current national standards requires internal verifiers to facilitate regular updating sessions and provide access to relevant documentation and guidance materials.

Verification that assessors are using the most up-to-date curriculum materials and assessment resources is essential for maintaining standards and ensuring compliance with awarding body requirements. Internal verifiers must establish systems for monitoring curriculum updates and ensuring that all assessors have access to current materials and guidance. Confirming that assessors reach accurate and consistent decisions requires systematic review of assessment outcomes and identification of any patterns that might indicate inconsistency or deviation from expected standards.

The facilitation of standardization meetings represents a crucial duty that enables collaborative development of shared understanding among assessment teams. Internal

verifiers must organize and lead these meetings effectively, ensuring that all participants have opportunities to contribute and that discussions result in clear agreements about assessment standards and practices. Comprehensive maintenance of verification records and documentation supports institutional accountability and enables tracking of quality assurance activities over time. Regular reporting on verification activities to senior management ensures that institutional leaders remain informed about assessment quality and can make informed decisions about resource allocation and strategic priorities.

4.3 Academic Management

Responsibilities of academic management encompass strategic oversight and operational support for the internal verification system. Academic management must provide adequate resources and ongoing support to ensure effective implementation of internal verification processes across all academic programs. This includes allocation of appropriate staff time, provision of necessary materials and equipment, and establishment of suitable physical and virtual environments for verification activities. Monitoring the overall effectiveness of verification processes requires academic management to establish key performance indicators and regularly review progress against established benchmarks and targets.

Ensuring compliance with awarding body requirements involves maintaining current knowledge of external standards and regulations while implementing necessary changes to institutional procedures when requirements are updated or modified. Academic management must address systemic issues identified through verification processes promptly and effectively, which may require resource reallocation, policy modifications, or additional staff development initiatives. Supporting staff development in assessment and verification represents a long-term investment in institutional quality, requiring academic management to identify training needs, provide development opportunities, and recognize professional growth in these critical areas.

4.4 Director - Academics and Quality Assurance

Responsibilities of the Director encompass strategic leadership and ultimate accountability for internal verification policy implementation and effectiveness. Overall oversight of internal verification policy implementation requires the Director to ensure that all aspects of the policy are functioning effectively and that institutional practices align with stated objectives and procedures. Regular review and updating of verification procedures must be conducted systematically to ensure ongoing relevance and effectiveness in a changing educational environment.

Liaison with external bodies and awarding organizations represents a critical function that requires the Director to maintain current relationships with key stakeholders while ensuring

that institutional practices remain aligned with external expectations and requirements. Strategic planning for quality assurance improvements involves analyzing verification data and outcomes to identify opportunities for enhancement and developing long-term plans for continuous improvement. The Director holds final authority on verification policy matters, which includes making decisions about policy interpretation, resolving complex issues, and authorizing significant changes to verification procedures or requirements.

5. Internal Verification Procedures

5.1 Pre-Assessment Verification

Assessment Planning forms the foundation of effective internal verification and requires comprehensive review of all planned assessment activities before implementation. The verification process begins with thorough review of assessment plans to ensure proper alignment with intended learning outcomes and program objectives. This involves examining the relationship between assessment tasks and the knowledge, skills, and competencies that students are expected to develop throughout their studies. Verifying that assessment methods are appropriate for the qualification level requires consideration of both the cognitive demands of the assessment and the practical skills required for successful completion.

Ensuring that assessment criteria are clear and measurable represents a critical component of pre-assessment verification. Criteria must be written in language that students can understand while providing sufficient detail to enable consistent application by assessors. The appropriateness of assessment timing and sequencing must be confirmed to ensure that students have adequate opportunity to develop necessary knowledge and skills before being assessed, while also ensuring that assessments are distributed appropriately throughout the program to avoid excessive workload concentration.

Assessment Instrument Verification involves detailed examination of all materials that will be used in the assessment process. Review of assessment briefs and marking schemes must confirm that these documents provide clear guidance to both students and assessors about expectations and standards. Verification that assessments meet awarding body requirements involves checking compliance with specific regulations, standards, and guidelines that govern the qualification. Ensuring that assessments are accessible and inclusive requires consideration of diverse student needs and implementation of appropriate adjustments where necessary to enable all students to demonstrate their capabilities effectively.

Confirmation of appropriate assessment security arrangements is essential to maintain the integrity of the assessment process and prevent any possibility of academic misconduct or unfair advantage. This includes establishing secure storage for assessment materials, implementing appropriate access controls, and ensuring that confidentiality is maintained throughout the assessment period.

5.2 Assessment Process Verification

During Assessment activities, continuous monitoring ensures that established procedures are followed consistently and that any issues are identified and addressed promptly. Monitoring assessment administration procedures involves systematic observation of how assessments are conducted, including verification that instructions are provided clearly to students, that timing is managed appropriately, and that all procedural requirements are met. Verification that assessment conditions meet specified requirements includes checking physical environments, available resources, and any special arrangements that may be needed for individual students.

Ensuring appropriate invigilation and security measures are in place protects the integrity of the assessment process and provides assurance that results accurately reflect individual student achievement. This includes verification that supervision is adequate, that security protocols are followed, and that any potential irregularities are identified and addressed immediately. Documentation of any irregularities or issues during assessment provides an important record for quality assurance purposes and enables analysis of trends or patterns that might indicate systemic problems requiring attention.

Post-Assessment verification activities focus on ensuring the accuracy and consistency of assessment decisions and the quality of feedback provided to students. Review of a representative sample of assessed work using systematic sampling procedures enables verification that marking has been conducted accurately and consistently according to established criteria. This sampling process must be sufficiently comprehensive to provide confidence in the overall quality of assessment decisions while being practical and efficient in its implementation.

Verification of marking accuracy and consistency requires detailed examination of how assessment criteria have been applied to student work, identification of any inconsistencies or errors, and confirmation that all aspects of student performance have been properly considered. Checking the application of assessment criteria involves ensuring that assessors have interpreted and applied criteria appropriately and that similar standards have been maintained across different assessors and assessment sessions. Confirmation of feedback quality and usefulness ensures that students receive constructive information that supports

their learning and development, with feedback being specific, actionable, and aligned with assessment criteria.

5.3 Sampling Strategy

Sampling Principles guide the selection of student work for verification purposes and ensure that the verification process provides reliable information about assessment quality across all programs and levels. Representative sampling across all programs and levels ensures that verification activities provide a comprehensive picture of assessment quality throughout the institution. This approach requires systematic selection of work from different programs, year levels, and student cohorts to ensure that all areas of institutional activity are covered appropriately.

Risk-based sampling focuses additional attention on areas where problems are most likely to occur or where the consequences of problems would be most serious. This includes enhanced sampling for new assessors who may require additional support in developing consistent assessment practices, new qualifications where procedures may not yet be fully established, or areas where previous verification activities have identified potential concerns. Minimum sampling requirements as specified by awarding bodies provide baseline standards that must be met, while additional sampling may be conducted based on institutional judgment about areas requiring enhanced attention.

Additional sampling for borderline or unusual cases ensures that assessment decisions for students whose performance is close to grade boundaries or who present unusual circumstances receive appropriate scrutiny. This targeted approach helps ensure that all students are treated fairly and that assessment decisions can withstand scrutiny from students, external examiners, or regulatory bodies.

Sampling Requirements establish specific standards for the extent and frequency of verification activities based on assessor experience and risk factors. New assessors require comprehensive verification of their initial assessment decisions, with one hundred percent sampling of first assessments to ensure that they are applying standards appropriately and consistently. This intensive monitoring can be reduced to twenty-five percent sampling once satisfactory performance has been demonstrated over an appropriate period. Experienced assessors require minimum ten percent sampling to provide ongoing assurance of continued effectiveness, with sampling levels increased if any issues or concerns are identified through verification activities.

High-risk assessments, whether due to their importance for student progression, complexity of assessment requirements, or previous identification of problems, require enhanced sampling as determined by risk assessment. Cross-moderation between departments

provides additional assurance of consistency and enables sharing of best practices across different areas of the institution.

6. Documentation and Record Keeping

6.1 Required Documentation

Internal Verification Records form a comprehensive documentation system that supports accountability, enables monitoring of quality assurance activities, and provides evidence of compliance with institutional and external requirements. Sampling plans and schedules must be maintained to demonstrate systematic approach to verification activities and to ensure that all required areas are covered appropriately over time. These documents provide transparency about verification priorities and enable planning of resources and staff time to support effective implementation.

Verification reports and outcomes provide detailed records of findings from verification activities, including identification of good practices, areas for improvement, and any concerns requiring immediate attention. These reports serve multiple purposes including feedback to individual assessors, information for management decision-making, and evidence of institutional commitment to quality assurance. Action plans and follow-up activities demonstrate institutional responsiveness to verification findings and provide a mechanism for tracking progress on identified improvement areas.

Standardization meeting minutes provide important records of discussions about assessment standards, decisions about interpretation of criteria, and agreements about best practices. These records support consistency over time and enable new staff members to understand established practices and standards. Assessor development records track professional growth and competency development, providing evidence of institutional investment in staff capabilities and individual progress toward enhanced assessment expertise.

Assessment Records encompass the comprehensive documentation required to support assessment decisions and enable verification of assessment quality. Assessment instruments and marking schemes must be retained to provide context for assessment decisions and to enable review of assessment validity and appropriateness. Sample assessed student work provides concrete evidence of how assessment criteria have been applied and enables verification of marking consistency and accuracy.

Records of feedback provided to students demonstrate the quality and usefulness of information provided to support student learning and development. These records enable

verification that feedback meets institutional standards and external requirements while providing evidence of good practice that can be shared across the institution. Grade records and statistical analysis provide quantitative information about assessment outcomes that can be used to identify trends, compare performance across different groups, and monitor the effectiveness of assessment practices over time.

Appeals and their outcomes provide important information about student satisfaction with assessment processes and the effectiveness of quality assurance mechanisms. These records enable identification of patterns that might indicate systematic problems requiring attention and provide evidence of fair and consistent treatment of student concerns.

6.2 Record Retention

Record retention requirements ensure that appropriate documentation is available to support accountability, compliance, and continuous improvement activities while managing storage requirements and administrative burden effectively. Internal verification records must be retained for a minimum of three years to enable monitoring of trends and patterns over time and to provide evidence of compliance with quality assurance requirements. This retention period also supports institutional memory and enables new staff members to understand the history and development of verification practices.

Assessment materials require retention for the duration of the qualification plus one additional year to support student progression, transfer arrangements, and any appeals or complaints that may arise after program completion. This extended retention period recognizes that students may need access to assessment information for considerable time after graduation and that external bodies may require access to materials for regulatory or accreditation purposes.

Student appeals records must be retained for five years to ensure that appropriate information is available if legal or regulatory issues arise and to enable analysis of appeals patterns over extended periods. This longer retention period recognizes the potentially serious consequences of assessment decisions for student careers and the need to maintain comprehensive records to support institutional accountability.

Statistical data requires retention for ten years to enable meaningful trend analysis and long-term evaluation of assessment effectiveness. This extended period enables identification of patterns that may only become apparent over longer timeframes and supports strategic planning and quality enhancement activities based on comprehensive historical information.

7. Training and Development

7.1 Assessor Training Requirements

Initial Training for assessors provides the foundational knowledge and skills necessary for effective assessment practice within the institutional framework. Comprehensive training in assessment methodology and best practices ensures that all assessors understand both theoretical principles and practical applications of effective assessment. This includes understanding different assessment approaches, selecting appropriate methods for different learning outcomes, and implementing assessment strategies that accurately measure student achievement while supporting learning and development.

Training in the use of assessment criteria and marking schemes enables assessors to apply institutional standards consistently and fairly across all assessment contexts. This training must cover both the technical aspects of using marking schemes and the professional judgment required to interpret criteria appropriately in different situations. Understanding academic integrity and fairness principles ensures that assessors can identify and address potential issues while maintaining the highest standards of professional conduct in all assessment activities.

Training in documentation and record-keeping requirements ensures that assessors understand their responsibilities for maintaining accurate and comprehensive records that support institutional accountability and student progression. This includes understanding what information must be recorded, how records should be maintained, and how documentation supports both individual student needs and institutional quality assurance requirements.

Ongoing Development ensures that assessors maintain current knowledge and continuously improve their professional practice throughout their careers. Annual updates on assessment standards keep assessors informed about changes in requirements, new best practices, and evolving expectations from awarding bodies and regulatory organizations. This regular updating process ensures that assessment practices remain current and aligned with external standards while incorporating new research and developments in assessment methodology.

Participation in standardization activities provides opportunities for assessors to work collaboratively with colleagues to develop shared understanding of standards and criteria. These activities enable calibration of assessment decisions across different assessors and programs while providing opportunities for professional discussion and mutual learning. Professional development in subject area expertise ensures that assessors maintain current knowledge in their specialist fields, enabling them to assess student work accurately and provide informed feedback that reflects current understanding and practice in the discipline.

Peer observation and feedback sessions provide structured opportunities for assessors to learn from colleagues and receive constructive feedback on their assessment practices. These sessions support continuous improvement while building collegial relationships and shared commitment to excellence in assessment practice.

7.2 Internal Verifier Training

Qualification Requirements for internal verifiers ensure that individuals appointed to these critical roles possess the necessary knowledge, skills, and experience to fulfill their responsibilities effectively. Appropriate subject area expertise ensures that internal verifiers have sufficient depth of knowledge to evaluate assessment materials and decisions accurately within their specialist fields. This expertise must be current and comprehensive, enabling verifiers to identify potential issues and provide informed guidance to assessors.

Assessment experience and qualifications provide the foundation for understanding assessment principles and practices from both theoretical and practical perspectives. Internal verifiers must have demonstrated competence in assessment design, implementation, and evaluation, enabling them to provide credible guidance to assessors and to evaluate assessment practices effectively. Internal verification certification, where required by awarding bodies or professional organizations, ensures that verifiers have received appropriate training in verification methodology and understand their responsibilities within the quality assurance framework.

Understanding of awarding body requirements ensures that internal verifiers can evaluate assessment practices against external standards and identify any areas where institutional practices may need adjustment to maintain compliance. This knowledge must be maintained through regular updating and professional development activities to ensure continued effectiveness in the role.

Continuous Development ensures that internal verifiers maintain current knowledge and skills throughout their tenure in these important roles. Regular updates on verification procedures keep verifiers informed about changes in institutional requirements, external standards, and best practices in quality assurance. This ongoing development ensures that verification activities remain effective and aligned with current expectations and requirements.

Training in sampling techniques and quality assurance methodology ensures that internal verifiers can design and implement effective verification activities that provide reliable information about assessment quality while making efficient use of available resources. Development in providing constructive feedback enables internal verifiers to support

assessor development effectively while maintaining positive working relationships and promoting continuous improvement.

Knowledge updates on regulatory changes ensure that internal verifiers remain informed about evolving external requirements and can identify any adjustments needed in institutional practices to maintain compliance and effectiveness. This ongoing professional development ensures that the internal verification system remains robust and responsive to changing external environments.

8. Monitoring and Review

8.1 Regular Monitoring

Monthly Reviews provide systematic oversight of internal verification activities and enable prompt identification and resolution of any issues or concerns. Monitoring sampling completion rates ensures that verification activities are proceeding according to planned schedules and that all required areas are receiving appropriate attention. Regular tracking of completion rates enables early identification of any delays or problems that might impact the effectiveness of verification activities, allowing for timely intervention and resource reallocation as needed.

Review of verification findings and actions provides ongoing oversight of the quality and effectiveness of verification activities while ensuring that identified issues are being addressed promptly and appropriately. This regular review process enables institutional leadership to remain informed about assessment quality across all programs and to identify any patterns or trends that might require strategic intervention or policy adjustment.

Monitoring assessor performance indicators provides quantitative and qualitative information about the effectiveness of assessment practices and the impact of professional development activities. These indicators enable identification of assessors who may require additional support while also recognizing excellent practice that can be shared across the institution. Regular analysis of performance indicators supports both individual professional development and institutional quality enhancement.

Analysis of student feedback provides important perspectives on assessment quality from the student viewpoint and enables identification of areas where assessment practices might be enhanced to better support student learning and satisfaction. Regular review of student feedback ensures that assessment practices remain student-centered and responsive to learner needs while maintaining appropriate academic standards.

Quarterly Reports provide comprehensive analysis of verification effectiveness over extended periods and enable strategic planning and resource allocation decisions. Overall verification effectiveness analysis examines the impact of verification activities on assessment quality and identifies areas where verification processes might be enhanced or modified to improve outcomes. This analysis provides the foundation for continuous improvement in verification methodology and implementation.

Assessment of compliance with awarding body requirements ensures that institutional practices continue to meet external standards and identifies any areas where adjustments may be needed to maintain compliance. Regular monitoring of compliance provides assurance to institutional leadership and external stakeholders that academic standards are being maintained consistently. Identification of trends and patterns in verification data enables proactive management of quality issues and strategic planning for quality enhancement initiatives.

Analysis of resource allocation and needs ensures that verification activities are adequately supported and that resources are being used effectively to achieve desired outcomes. This regular review enables adjustment of resource allocation as needed and supports planning for future resource requirements as programs and verification activities develop and expand.

8.2 Annual Review Process

Policy Review conducted annually provides comprehensive evaluation of the effectiveness and relevance of internal verification policies and procedures in meeting institutional objectives and external requirements. Assessment of the effectiveness of current procedures involves systematic analysis of verification outcomes, stakeholder feedback, and performance against established benchmarks and targets. This comprehensive review enables identification of areas where procedures are working well and areas where modifications or enhancements might improve outcomes.

Evaluation of compliance with external requirements ensures that institutional policies and practices remain aligned with evolving regulatory standards and awarding body expectations. This annual review provides opportunity to identify any gaps between current practices and external requirements while planning necessary adjustments to maintain compliance and accreditation status. Incorporation of stakeholder feedback ensures that policy development remains responsive to the needs and perspectives of all those involved in assessment and verification processes, including students, staff, external examiners, and regulatory bodies.

Identification of continuous improvement opportunities through systematic analysis of verification data and outcomes enables strategic planning for quality enhancement and professional development initiatives. This forward-looking approach ensures that the institution remains committed to excellence and innovation in assessment and verification practices while building on existing strengths and addressing identified areas for development.

Performance Analysis provides quantitative and qualitative evaluation of assessment outcomes and verification effectiveness over extended periods. Statistical analysis of assessment outcomes enables identification of trends, patterns, and variations that might indicate areas requiring attention or areas demonstrating particularly effective practice. This analysis provides objective foundation for decision-making about policy and procedure modifications while enabling comparison of performance across different programs, departments, and time periods.

Benchmarking against sector standards provides external perspective on institutional performance and enables identification of areas where the institution is performing well relative to peers and areas where additional improvement efforts might be beneficial. This comparative analysis supports strategic planning and quality enhancement while providing assurance to stakeholders about institutional performance relative to sector norms.

Analysis of student satisfaction measures provides important feedback about the student experience of assessment processes and enables identification of areas where assessment practices might be enhanced to better support student learning and satisfaction. Regular monitoring of student satisfaction ensures that assessment practices remain student-centered while maintaining appropriate academic rigor and standards. Review of external examiner feedback provides independent professional perspective on assessment quality and institutional practices, enabling identification of areas of strength and areas where enhancement might be beneficial.

9. Appeals and Complaints

9.1 Student Appeals Process

Grounds for Appeal are clearly defined to ensure that students understand the circumstances under which appeals may be made and to provide framework for consistent handling of appeal requests. Procedural irregularities in assessment provide grounds for appeal when established assessment procedures have not been followed correctly, potentially affecting the fairness or accuracy of assessment decisions. Students may appeal when they believe that assessment procedures have deviated from published requirements or when they have not received appropriate consideration of their individual circumstances.

Alleged bias or unfair treatment constitutes grounds for appeal when students believe that assessment decisions have been influenced by factors other than their academic performance or when they have not received equitable treatment compared to other students. This includes situations where students believe that personal characteristics, previous performance, or other irrelevant factors may have influenced assessment decisions inappropriately.

Administrative errors in recording results provide grounds for appeal when mistakes in data entry, calculation, or transcription have affected recorded outcomes. These appeals typically focus on factual errors that can be verified through examination of assessment materials and records. Failure to follow published assessment criteria constitutes grounds for appeal when students believe that their work has not been assessed according to the criteria and standards that were communicated to them at the beginning of the assessment period.

Appeal Procedure provides systematic process for handling student concerns while ensuring fairness and consistency in appeal resolution. The initial stage involves informal discussion with the assessor within ten working days of notification of results, providing opportunity for clarification and resolution of concerns without formal procedures. This informal approach often enables quick resolution of misunderstandings or minor issues while maintaining positive relationships between students and staff.

Formal written appeals to the Internal Verifier must be submitted within twenty working days and must clearly specify the grounds for appeal and the evidence supporting the student's concerns. This formal stage provides systematic review of assessment decisions and procedures by an independent internal verifier who was not involved in the original assessment process. Review by an Academic Panel within thirty working days provides additional level of scrutiny for complex cases or cases where initial review has not resolved student concerns. Final appeal to External Examiner, where applicable, provides independent external perspective on assessment decisions and institutional procedures.

9.2 Staff Concerns

Reporting Mechanism provides multiple avenues for staff to raise concerns about assessment or verification processes while ensuring appropriate protection and response to legitimate concerns. The open door policy for raising assessment concerns encourages staff to discuss issues directly with supervisors or colleagues in a supportive environment that values continuous improvement and professional dialogue. This approach enables early identification and resolution of concerns while building collegial relationships and shared commitment to quality.

Protected disclosure procedures for serious irregularities provide secure mechanism for reporting concerns about potential misconduct, systematic problems, or violations of policy that require formal investigation and resolution. These procedures ensure that staff can report serious concerns without fear of retaliation while enabling institutional leadership to address significant issues promptly and effectively.

Regular feedback sessions and surveys provide structured opportunities for staff to share perspectives on assessment and verification processes while contributing to continuous improvement initiatives. Anonymous reporting systems, where appropriate, enable staff to raise sensitive concerns while maintaining confidentiality and ensuring that all issues receive appropriate consideration regardless of their source or the individuals involved.

10. Implementation and Communication

10.1 Implementation Timeline

Phase 1 (Immediate) focuses on establishing the foundation for effective policy implementation through comprehensive communication and initial preparation activities. Policy dissemination to all staff ensures that every individual involved in assessment and verification processes receives complete information about policy requirements, procedures, and expectations. This comprehensive communication process includes distribution of policy documents, scheduling of briefing sessions, and establishment of mechanisms for ongoing communication about policy matters.

Initial training delivery provides essential knowledge and skills for staff who will be implementing new or modified procedures. This training must be comprehensive and practical, enabling participants to understand both the theoretical foundation of policy requirements and the practical steps necessary for effective implementation. System setup and documentation involves establishing the infrastructure necessary to support policy implementation, including documentation systems, record-keeping procedures, and communication mechanisms that will enable effective ongoing operation.

Phase 2 (Within 3 months) involves full implementation of all policy procedures and commencement of regular verification activities according to established schedules and requirements. Full procedure implementation requires systematic rollout of all policy elements with appropriate support and monitoring to ensure that implementation proceeds smoothly and effectively. The first cycle of verification activities provides opportunity to test procedures in practice and identify any adjustments needed to optimize effectiveness and efficiency.

Initial monitoring and review during this phase enables early identification of any implementation issues and provides foundation for continuous improvement throughout the implementation process. This monitoring focuses both on procedural compliance and on outcomes, ensuring that policy implementation is achieving intended objectives while identifying any areas requiring adjustment or additional support.

Phase 3 (Ongoing) establishes sustainable systems for long-term policy implementation and continuous improvement. Continuous monitoring and improvement ensures that policy implementation remains effective over time and that any emerging issues are identified and addressed promptly. This ongoing process includes regular review of procedures, analysis of outcomes, and implementation of enhancements based on experience and changing requirements.

Regular training updates ensure that all staff maintain current knowledge and skills while new staff receive appropriate preparation for their assessment and verification responsibilities. Annual policy review provides systematic evaluation of policy effectiveness and relevance while enabling strategic planning for future development and enhancement.

10.2 Communication Strategy

Staff Communication ensures that all relevant personnel receive timely and comprehensive information about policy requirements, procedures, and updates. Policy briefing sessions provide structured opportunities for staff to receive detailed information about policy requirements while asking questions and discussing implementation issues with colleagues and supervisors. These sessions support shared understanding and commitment while building collegial relationships around quality assurance activities.

Regular updates via staff meetings ensure that assessment and verification matters remain visible in ongoing institutional communication while providing opportunities to address emerging issues and share good practices. Online resource portals provide convenient access to policy documents, guidance materials, training resources, and updates, enabling staff to access information when needed while maintaining current knowledge of requirements and procedures.

Newsletter highlights and other communication vehicles ensure that assessment and verification matters remain prominent in institutional communication while celebrating successes and recognizing contributions to quality assurance activities. This ongoing communication supports institutional culture focused on excellence and continuous improvement while keeping assessment quality visible in broader institutional discussions.

Student Communication ensures that students understand their rights and responsibilities within the assessment and verification framework while building confidence in institutional commitment to fairness and quality. Student handbook inclusion provides comprehensive information about assessment policies and procedures in a format that students can reference throughout their studies. Orientation session coverage ensures that all new students receive appropriate introduction to assessment expectations and procedures while understanding their rights within the quality assurance framework.

Website publication provides accessible information for current and prospective students while demonstrating institutional transparency and commitment to quality. Course-specific briefings ensure that students understand the particular assessment requirements and procedures relevant to their specific programs while receiving information that is directly applicable to their studies and progression requirements.