

LMETB RAA Internal Verification Policy and Procedures

POLICY VERSION CONTROL

Policy Title	LMETB Internal Verification Policy and Procedures
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Document Title/Reference	LMETB Internal Verification Policy and Procedures
Purpose	<p>Internal Verification (IV) is the process by which LMETB’s assessment policies and procedures relating to planning, managing, and making operational all aspects of assessment practices are internally verified, i.e. monitored by staff. The overall purpose of the IV process is to ensure that a provider is monitoring its own systems and procedures regarding assessment from planning of assessment to finalising results, ensuring that there is adequate learner evidence, and that results, and grades are correctly calculated and recorded (Quality Assuring Assessment – Guidelines for Providers, Version 2 Revised, QQI 2018)¹.</p> <p>The purpose of this policy is to outline the policy and procedures relating to Internal Verification in LMETB and the role of the LMETB Quality Assurance Office, the AMTCE in LMETB and all collaborating providers delivering the RAA programme, Contracted Trainers, Internal Verifiers and External Authenticators in the IV process.</p>

¹ [QQI Quality Assuring Assessment Guidelines for Providers \(revised 2013 and 2018\)](#)

<p>Scope</p>	<p>This procedure applies to the RAA programme provided by LMETB and Collaborating providers and to organisations funded by LMETB to provide further education and training.</p>
<p>Contents</p>	<p>Purpose Role and responsibilities Steps involved Step 1 Submission of learner portfolios by Learning Practitioner Step 2 Completion of Internal Verification Checklist Sections A & B Step 4 Completion of the IV Report Glossary</p> <p>Appendix 1 - Teacher/Tutor Checklist (Form IV 1) Appendix 1a - Instructor/Coordinator Checklist – Training Centre (Form IV 1a) Appendix 2 - Internal Verification Checklist (Form IV 2) Appendix 3 - Internal Verification Report (Form IV 3) Appendix 4 - Internal Verification Sampling Procedures Appendix 5 - Assessment Procedure Checklist and Summary of LMETB Assessment Procedures relevant to the IV process</p>

<p>Related Policies</p>	<p>LMETB assessment procedures LMETB FET Quality Assurance Policies and Procedures</p>
<p>Audience & Communication</p>	<p>Applicable to all staff and learners of LMETB as Coordinating provider of RAA and collaborating providers. This procedure will be made available on the LMETB website and Learner Handbooks.</p>
<p>Policy/Procedure Owner & Implementation</p>	<p>The Policy owner is the CE of LMETB. It is the responsibility of the QA sub-committee, AMTCE and collaborating providers to ensure the policy/procedure is implemented.</p>
<p>Monitoring, Evaluation and Continuous Improvement</p>	<p>The LMETB/AMTCE Quality Assurance Office shall be responsible for keeping the policy and procedure up-to-date and for ensuring that only approved versions of the Policy/procedure are accessible via the LMETB website. The Procedure Owner shall periodically review this policy.</p>
<p>Revision History & Commencement Date & Date of Next Review</p>	<p>Commencement Date: Date of next review:</p>

Purpose

The aim of these procedures is to assist in the quality assured process of Internal Verification. The Internal Verification process is the end of a series of processes completed and recorded throughout the delivery term of a course/s being monitored, for the purpose of ensuring best practice in line with the LMETB Assessment Procedures.

Roles & Responsibility

The RAA National Programme Manager NPM /Programme Manager (Collaborating Providers)

The RAA National Programme Manager/ Programme Manager (Collaborating Providers):

- is responsible for the overall coordination of the Internal Verification process within their centre
- ensures that all staff recognise and understand the importance of the Internal Verification process.
- ensures that the FET centre has an adequate number of trained staff to carry out the Internal Verification procedure when required. Internal Verification staff may need to be fully briefed (by the LMETB QA office) on the role of Internal Verification, the conduct of the assessment process, Internal Verification of results, peer review and the relevant sampling strategy to be used.
- notifies the LMETB Quality Assurance Office if new Internal Verifiers need to be trained in Internal Verification procedures.
- assigns responsibility for Internal Verification to staff and organises a schedule of trained staff who will be allocated and committed to conducting effective Internal Verification for each assessment period.
- ensures evidence is corrected and internally verified in a timely manner after delivery concludes. When a course is completed on a modular basis, the evidence must be corrected and internally verified after delivery/course is finished.
- ensures that the Internal Verification procedure is carried out independently of the internal assessor responsible for the assessment of a component and ensures that no assessor internally verifies their own work. Internal verifiers are staff members who are not involved in the course delivery or assessment.
- reviews the reports for each centre prepared by Internal Verifiers and External Authenticators with a view to identifying issues/areas that need to be improved regarding the Internal Verification procedure carried out in the centre.

If serious issues or breaches of LMETB's QA procedures arise a Corrective Action Report is completed by the Principal/Centre Manager/Programme Co-ordinator or Training Standards Officer.

The Contracted Trainer/Instructor/Tutor as Internal Assessor

The Contracted Trainer/Instructor/Tutor ensures that all assessment materials are submitted in accordance with LMETB's assessment policies and procedures. The Contracted Trainer/Instructor/Tutor will compile a portfolio of learner evidence to include an Assessor Folder and learner portfolios.

The Contracted Trainer/Instructor/Tutor Folder must contain all required documents, and learner assessment materials should be arranged in order of QBS Results Sheet/ Results Capture and Certification Request System (RCCRS); contents can be secured in ring binders or in a suitable digital platform; all relevant documents must be included (see QQI Portfolio Submission Checklist). The Contracted Trainer/Instructor/Tutor Folder can be made accessible in a hard copy or electronically or in a combination of both.

The Internal Verifier

Using the LMETB Sampling Strategy for Internal Verification and External Authentication (Appendix 4), the Internal Verifier(s) systematically checks that LMETB's assessment procedures have been applied consistently and verify the accuracy of provisional assessment results. The following main steps will be employed:

1. *Check that the LMETB assessment procedures were adhered to, ensuring the following:*
 - a. Assessment procedures have been applied consistently across all assessment activities
 - b. Learning has been assessed using the techniques and instruments as indicated in the validated programme
 - c. Assessment results are documented and recorded as per LMETB procedures
2. *Monitor all submitted portfolios through systematic checks of evidence presented as follows:*
 - a. All evidence should be available for all learners presented for an award
 - b. Evidence has been generated as **per the technique identified in the validated programme** and using appropriate instruments as indicated in the validated programme
 - c. Assessment results are available for each learner
 - d. Marks are totalled, and percentage marks are calculated correctly on a sample basis
 - e. The percentage marks and grades awarded are consistent with QQI grading bands
3. *Produce an Internal Verification report*
 - a. A sample of assessment results are internally verified prior to being submitted for External Authentication and Results Approval. The findings of the entire verification process for all components will be recorded in an Internal Verification Report which is given to the Principal/Director/Centre Manager and is also made available to the External Authenticator and to the Results Approval Panel.
4. The Internal Verifier will be requested to adhere to LMETB's **Code of Practice for Internal Verifiers** (Appendix 6) when undertaking IV procedures in a FET Centre.

The External Authenticator

The role of the External Authenticator:

- Is to review Internal Verification reports and to authenticate the findings/outcomes.

The LMETB Quality Assurance Office

The LMETB Quality Assurance Office has the following roles to play:

- To schedule and deliver training in LMETB's Internal Verification procedure to staff engaged in Internal Verification in every centre under the remit of LMETB.
- To explain the Internal Verification procedure of LMETB to External Authenticators appointed by LMETB before they begin the external authentication process.
- To review the reports for each Centre prepared by External Authenticators with a view to identifying issues/areas that need to be improved regarding the Internal Verification procedure carried out in the Centre.
- To follow up on issues that arise during the Internal Verification process as noted on individual RAP Centre Summary Reports that are presented at the RAP Meeting.

Procedure Details- Steps involved

In order to carry out the Internal Verification process please follow steps 1 – 4. All forms mentioned are in the appendices or requested from QualityAssurance@lmetb.ie and tso.rst@lmetb.ie.

Note: each centre may adjust these forms into an appropriate electronic structure or format suitable to their digital platform, without changing the core requirements of each form.

Step 1: Submission of learner portfolios by Learning Practitioner/Internal Assessor (Appendix 1: Forms IV 1 or IV 1a)

In preparation for certification the Learning Practitioner must complete their checklist (Appendix form IV 1 or form IV 1a²) and include it when submitting the student portfolio/s with all supporting evidence, hard and/or soft copy to the designated person in their FET centre.

All information should be inserted on this form to facilitate tracking. Summary results sheets/list of learners should be completed in alphabetical order and portfolios should be stored in line with the results sheet. A statement of authenticity/declaration of original work must be signed by each learner and this is usually included on the assessment brief or in an appropriate electronic format.

Wherever there is an issue arising or documentation is not available, there should be a comment to explain. This must be followed up by corrective action.

The Internal Assessor checklist must be signed by the Learning Practitioner.

Step 2: Internal Verification Checklist (Appendix 2, Form IV 2)

Once all the evidence and documentation are received and all learner results have been added to the relevant results recording system (RCCRS or QBS) the Internal Verification process can proceed.

The Internal Verification Checklist (Appendix 2, form IV 2) should be completed showing all the necessary documentation has been received and all LMETB's assessment procedures have been followed to ensure sufficient and reliable assessment evidence is available for all learners in line with QQI requirements.

N.B. All Apprentice Portfolios for the RAA programme (100% sample) will be subject to IV until the programme is established and until further notice is given by LMETB.

The FET centre's procedures for Internal Verification should be followed (e.g. nominated IV-person, pair IV process, IV team etc). The Internal Verification process should be based on the sampling procedure as per Appendix 4.

FET centres may sample according to:

- Individual Programme
- Total group of portfolios
- Individual component

² Please note: **Appendix IV 1a** is to be used by the Regional Skills and Training Centre and its Second Providers.

When sampling, if FET centres complete Internal Verification based on major award/programme, rather than individual module component, the following should be taken into consideration.

- the number of assessors
- the number of learners
- the number, range and diversity of awards being offered

Details of the centre and module(s) / class groups being internally verified should be filled in at the top of the form.

Based on the sample, in the remaining columns 'Yes', 'No' or 'N/A' should be inserted as applicable. If 'No' was inserted at any point, there should be an explanation of the follow-up action taken. If changes need to be made by the internal assessor/Learning Practitioner, these should be made and then the checklist signed to confirm changes have been made. This should be completed prior to the visit of the External Authenticator.

The IV Checklist should be signed by the IV person responsible for its completion.

Please Note:

All sampled portfolios should be marked/highlighted for the External Authenticator's attention and marked on the F12² or QBS summary results sheet.

The sample portfolios chosen at IV stage may be different to those chosen by the EA.

Step 3 Completion of the IV Report (Appendix 3, Form IV 3)

Once these procedures have been completed, the information for courses being submitted for certification should be collated and used to complete the Internal Verification Report (Appendix 3, form IV 3) for the Results Approval Panel to review.

Please ensure that the details of the component/award being verified match F12 or QBS results sheet.

'Evidence' in column seven of the IV Report relates to evidence from LMETB's assessment procedures as summarised in Appendix 5.

Where issues arise during the IV process, please ensure to complete the section on the IV Checklist (form IV 2) on 'corrective action taken'.

The person responsible for completing this stage of the IV process must sign this report.

The IV report is to be made available to the External Authenticator and to the Results Approval Panel.

Note: As PPS numbers are no longer included on the Learner Marking Sheet, in the event that two learners in a class have the same first and surname, the Internal Verifier must check with the Learning Practitioner that the marks

² The results sheet used in the training centres obtained from the RCCRS.

have been allocated correctly, as per the PPS Numbers entered on QBS. This should be noted in the IV report and initialled on the F12 or QBS results sheet.

Glossary

Assessment	The process by which evidence of performance is collected and compared with the standards of knowledge skill or competence and a judgement made on learner achievement of the standards.
Assessment Schedule	Or assessment plan is the timetable showing when the assessments will be issued and their deadline dates for submission.
Assessor	The assessor devises assessment instruments/marketing schemes and assessment criteria provides opportunity for learners to generate evidence, evaluates learner evidence and makes an assessment decision.
Assessment Technique	An assessment technique is a valid and reliable way of assessing learner evidence for a particular range of learning outcomes, eg practical skills should be assessed in a practical manner. In QQI awards, assessment techniques specifically are: assignment, collection of work, examination, learner record, project and skill demonstration.
Assessment Instrument	An assessment instrument is the specific activity/task or question(s) devised by the assessor based on the specified assessment technique.
Authentication Process	The process by which providers will quality assure the devising, recording and verification of the assessment procedures. This process will include both Internal Verification and External Authentication.
Authentication Report	Result sheet printed following entry of all learner details and results on the QBS before submission for certification.
Designated IV person	The person who oversees the Internal Verification process in preparation for the External Authenticator visit as part of the authentication process.
Extended Marking Scheme	Marking scheme showing a more detailed breakdown than that in the programme module descriptor or AIS/AS.
External Authentication (EA)	The means by which learners, providers, assessors and QQI will be independently assured that the application of the provider's assessment procedures is carried out effectively on a fair and consistent basis in line with QQI requirements.
External Authenticator (EA)	Appointed by providers to provide independent authentication of fair and consistent assessment in line with QQI requirements.
F12	The results sheet used in the training centres obtained from the RCCRS.
Integrated Assessment	Where learning outcomes from two or more components match and can be assessed by one assessment instrument.
Internal Verification (IV)	The process by which learners will be assured that the provider's assessment procedures are applied in a consistent manner across the provider's assessment activities.
Learning Practitioner	The Learning Practitioner refers to any teacher, tutor, instructor, or assessor. The Learning Practitioner is the Internal Assessor in the assessment process.
QBS Results Sheet	Authentication Report by Learner Group by Minor Award Provisional Results printed following entry of all learner details and results on the QBS before submission for certification.

Soft Evidence	Any evidence that has been stored digitally for the purpose of evidencing an assessment.
Summary results sheet	List of learners and their results for submission to the QBS

Appendix-1 Internal Assessor Checklist (Form IV 1)

Teacher/Tutor Checklist (To be included in Tutor Folder)			
Contracted Trainer/Instructor/Tutor Name		Group(s) Name(s)	
Module Title		Module Code	

PLEASE NOTE: Always leave an explanatory comment where 'Yes' is not the response

Item to be checked prior to submission		Yes	No	N/A	Comment
1	All relevant documents are included in the Internal Assessor/Tutor folder : <i>(Note: There may be some variation between FET centres on the documents required in the Tutor Folder; the list below is a guide)</i>				
	This checklist completed, signed and dated				
	Scheme of work				
	Programme/Module Descriptor				
	Assessment Briefs showing learning outcomes clearly mapped to assessment tasks, clear learner guidelines, deadline dates, marking criteria				
	Marking scheme (levels 4-6) with clear breakdown of how marks are awarded				
	Exam and supplementary exam with outline solutions (where relevant), exam attendance register				
	Summary of Learner Results (alphabetical order by last name with no learner PPS number or date of birth given)				
	Other evidence – detailing where other evidence may be found, eg audio-visual material				
Any other relevant documentation deemed necessary, e.g., consent form for recordings, class summary					
2	Learner portfolios present & match results sheet/learner list in quantity and names (should be in alphabetical order by last name)				
3	Correct assessment techniques applied as per Section 11 in the module descriptor				

4	Script clearly marked and learner feedback has been provided and is evident				
5	Where integrated assessment has taken place, it is clearly identified and mapped.				
6	Completed learner marking sheet with each portfolio – with marks totalled, transferred and grade awarded correctly. Marking totals checked.				

7	All briefs in portfolios are signed by learners OR uploaded onto an appropriate electronic platform where a plagiarism declaration has been submitted by the learner.				
8	Learners withdrawn from the centre or module and learners with no work submitted, i.e. a zero mark given, have either been removed from the Learner Summary sheet or noted as not submitting at this submission period.				
9	Equipment required to view / access assessments is present, and instructions have been given to the IV and EA on how to access work.				
10	Any recorded assessments have been checked for audio quality and are clearly labelled for easy access. An accompanying list of learners shown/heard given with their timeslot on the evidence clear.				
11	Work submitted to IV as per agreed schedule.				
12	Results have been uploaded to the appropriate space as per the centre's systems.				
13	Evidence is available that all processes have been followed in relation to planning, conducting and concluding assessments as per LMETB's assessment procedures, LMETB FET Quality Assurance Policies and Procedures . All appropriate documentation is included (where necessary) for reasonable accommodation, extensions, malpractice and examinations, see checklist and summary in Appendix 5.				
14	Any other FET centre specific requirements:				

Contracted Trainer/Instructor/Tutor signature _____

Date: _____

Appendix-IV 1a Internal Assessor (RSTC) Checklist (Form IV 1a)

Internal Assessor (RSTC) Checklist (Form IV 1a)			
Course Code		Course Title	
PLSS Reference Code		Instructor Name	

PLEASE NOTE: Always leave an explanatory comment where 'Yes' is not the response

	Item to Be Checked	Yes	No	N/A	Comment
1	Pre-release master copy/copies of AIS/AS returned in full (as applicable)				
2	All examination papers, sample solutions and marking schemes included in assessment pack				
3	Assessment sheets & summary assessment sheet(s) completed alphabetically				
4	All assessment scripts/evidence has been collated in alphabetical order				
5	Scripts clearly marked and overall results listed on the front				
6	Totals have been added up and transcribed correctly. Correct grade(s) have been applied				
7	All assessment material has been signed and dated by the Learner and the Assessor as required				
8	Integrated assessments identified & mapped (as applicable)				
9	All supporting evidence is accessible, clearly labelled, audible and included in the pack, as applicable				
10	All quality assurance supporting documentation completed and included in the pack (as appropriate)				
11	Third party and industry standard assessments have been conducted and completed in line with awarding body guidelines				
12	RCCRS Course Summary Assessment and Results Sheet completed correctly, printed, signed, dated and included in pack				

Signed for on behalf of LMETB:

Date: _____

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Appendix-2

Internal Verification Checklist (Form IV 2)

Centre Name		QQI Centre Code	Class Group(s) See below ³ for sampling strategy (and Appendix 4 for a full explanation)			
Component(s)/Module(s) Name	Component(s)/Module(s) Code	Assessor Initials	Class Group	No. of Learners	No. of Sample	
If Major Award being IV'ed	Name of Major Award	Major Award Code				
For ALL learners presenting for certification			Y	N	N/A	Comments /Actions
Internal Assessor checklist (appendix 1 or IV 1a) has been completed and all sections have been double checked by you for compliance						
The Internal Assessor Folder contains all relevant documents (see list on Internal Assessor checklist)						
All learners' work is present, clearly navigable and accessible (the number of learners on the summary results sheet matches the number of portfolios presented).						

³ **Sampling strategy:** The sample for the RAA programme is 100% in the Pilot year and until further notice. Once agreed, the sample to IV should be 15% of the total number of students in the group but not less than 6 students, unless the group is smaller than 6. Sample at least: the lowest distinction and the highest merit, the lowest merit and the highest pass, the lowest pass and the highest unsuccessful

Results are recorded for <u>ALL</u> learners and have been uploaded to the centre's system (QBS or RCCRS)				
All required assessment has been completed in compliance the learning outcomes and with Section 11 of the module descriptor, i.e. all learning outcomes have been assessed and correct assessment techniques and weightings been employed as per the programme descriptor.				
Marking totals have been checked for the sample and are accurate				

Marking sheets and feedback accompany each assessment piece. There is evidence of correction and feedback on learner's work and is it clear where marks have been allocated or deducted.				
All accompanying audio-visual evidence in digital format is clearly labelled (and saved alphabetically), referenced and of good quality.				
Any recommendations for changes? If so, please provide an explanation for the suggested change(s).				
Are the portfolios ready to be presented for EA?	Yes (as they are) <input type="checkbox"/> Yes (after corrective action by the internal assessor) <input type="checkbox"/> No (refer to FET Coordinator or relevant person) <input type="checkbox"/>			
I confirm that portfolios fully comply with all LMETB quality assurance procedures and may progress directly to the external authentication process.				
Signature of IV person				
Date				

Follow Up Confirmation from Internal Assessor (if Corrective Action Required)

Internal Assessor

I confirm that I have made adjustments as recommended in the Internal Verification checklist and the portfolios are now ready to be presented for EA.

Signature:

Date:

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Evidence of Good Practice	
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Recommendations or actions that should be implemented by the FET centre immediately	
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		Declaration - to be completed and signed
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		<p>_____ Name: _____ Signature: _____</p> <p>_____ Position: _____</p> <p>Date: _____</p> <p><i>*F12 applies to training centres only</i></p>
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Appendix-4 Internal Verification Sampling Procedures

The RAA sample should be based on 100% of apprentices until further notice is given by LMETB.

If there are 12 or less assessment portfolios a minimum of 6 portfolios will be sampled, to allow for the cut-off points between the grades to be established.

If there are more than 12 assessment portfolios for a Minor Award, the sample will normally be 15% and will not be less than 6 assessment portfolios, as per Table 1 below. (This should also include the highest unsuccessful portfolio, at a minimum).

Unsuccessful portfolios should be included in the overall sample. All unsuccessful portfolios with grades between 40%-49% should be sampled to ensure that marks have been correctly awarded.

Where the IV sample is based on the total class group, it should be representative of all minor awards. Assessment by each assessor should be sampled at least once. In order to include every module (minor award) and every assessor it may be necessary to increase the sample size.

When errors are found, it is recommended that further sampling of this assessor's work be undertaken.

When an assessor is delivering to QQI for the first time, the sample population may be taken from across all of their portfolios.

The Internal Verification checklist (Appendix 2: Form IV 2) should be completed for each sample portfolio checked.

For the External Authenticator's information, sampled portfolios should be highlighted on the F12 (training centres only) or QBS summary results sheet.

- Assessment portfolios for ALL minor awards will be subject to being sampled, as per LMETB's sampling strategy, for Internal Verification per annum.
- All major awards should be subject to Internal Verification.
- The sampling strategy for LMETB will be applied by the internal verifier

Note: The sample portfolios chosen at IV stage may be different to those chosen by the External Authenticator.

Table 1: LMETB’s Sampling Strategy for Internal Verification and External Authentication

Number of assessment portfolios for a Minor Award	Number of assessment portfolios to be included
0 → 12	Minimum 6
13 → 50	15% with not less than 6
51 → 100	15% of Total
101 → 200	15% of Total
201 → 300	15% of Total
300 → 400	15% of Total

Appendix-5 Summary of LMETB Assessment Procedures relevant to the IV process

Assessment Procedure Checklist

LMETB assessment procedures and forms are available on [LMETB FET Quality Assurance Policies and Procedures](#) or from QualityAssurance@lmetb.ie & tso.rst@lmetb.ie and the following are applicable to the IV process.

Assessment Procedure	Please tick the box if the appropriate form was received & is accessible	
Reasonable Accommodation in Assessment	Reasonable Accommodation in Assessment Application Form	<input type="checkbox"/>
Assessment Deadlines	<p>Statement from R A A National Programme Manager or Programme Manager Application Forms:</p> <ul style="list-style-type: none"> • Short-term Extension • Compassionate Consideration • Appeals Application 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Assessment Malpractice	<ul style="list-style-type: none"> • Alleged Assessment Malpractice Report • Declaration regarding Conflict of Interest. • Notification of Investigation Letter. • Notification of Assessment System Malpractice Finding 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

	<ul style="list-style-type: none"> • Appeals Application for Assessment System Malpractice 	
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Examinations - Planning, Conducting and Concluding	<ul style="list-style-type: none"> • Attendance Sheet • Seating Plan • Invigilator Report 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Summary of LMETB Assessment Procedures relevant to the IV & EA processes

Relevant Procedure	Examples of Situations Covered	Forms required	Example of Supporting Evidence
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<p>Reasonable Accommodation in Assessment</p> <p>LMETB-Reasonable-Accommodation-in-Assessment</p>	<ul style="list-style-type: none"> • Modified presentation of assignment /examination paper e.g. Enlargements • Scribes/readers • Sign language interpreter • Rest breaks • Adaptive equipment/software • Use of assistive technology • Additional time • Separate room/space 	<p>Reasonable Accommodation in Assessment Application Form</p>	<ul style="list-style-type: none"> • Medical Report • Educational Psychologist Report • Occupational Therapist Report • Guidance Counsellor Report • Report from LMETB staff trained by the Dyslexia Association of Ireland (DAI) using the Adult Reading Test (ART-2) and/or the Dyslexia Adult Screening Test (DAST) • Rehabilitation Psychologist or Rehabilitation Office Report and support documentation, • Proof of having had Reasonable Accommodation in the past, e.g. Scribe for Leaving Cert exams.
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<p>Assessment Deadlines</p> <p>LMETB-Assessment-Deadlines-Procedure</p>	<ul style="list-style-type: none"> • Short-term Extensions • Compassionate Consideration in Extenuating Circumstances - <i>expected or unexpected</i> 	<p>Application Forms:</p> <ul style="list-style-type: none"> • Short-term Extension • Compassionate Consideration • Appeals Application 	<p>Statement from:</p> <ul style="list-style-type: none"> • Programme Coordinator or Centre Manager • Qualified medical practitioner • Legal professional • An Garda Síochána • RIP.ie
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<p>Assessment Malpractice</p> <p><u>LMETB- Assessment- Malpractice- Procedure</u></p>	<p>Learner Malpractice</p> <ul style="list-style-type: none"> • Plagiarism • Unacceptable behaviour 	<ul style="list-style-type: none"> • Alleged Assessment Malpractice Report • Declaration regarding Conflict of Interest • Notification of Investigation Letter • Notification of Assessment System • Malpractice Finding • Appeals Application for Assessment System Malpractice 	
<p>Examinations</p> <p><u>LMETB- Examinations- Procedure</u></p>	<p>Planning Conducting Concluding</p>		<ul style="list-style-type: none"> • Attendance Sheet • Seating Plan (where appropriate) • Invigilator Report

Appendix-6 Code of Practice for Internal Verifiers

It is expected that anyone who takes part in the Internal Verification processes in an LMETB FET Centre carries out their work with the utmost respect, integrity and professionalism, respecting the confidentiality of the IV process.

In-Centre Internal Verification Process

- If appropriate for the FET Centre, please sign in and out of the room used for the Internal Verification work using the sign-in sheet provided.
- Use the **IV checklist (Form IV 2)** provided as a guide for the IV process.
- Contact the FET Centre Coordinator or Designated FET Centre person if there are items missing from the portfolios.
- Portfolio boxes must be replaced in the order in which they were taken from the shelf. ○ Tick the lid of the box and the side facing out to show the box has been sampled/checked. ○ If an amendment due to a totalling error means a grade is changed you must contact the Centre Coordinator/Designated Person who will in turn contact the Learning Practitioner, if necessary. If there is no grade change, then clearly mark the corrected total. Use a distinct colour pen to make amendments.
- Complete the **IV Checklist (Form IV 2) and IV Report (Form IV 3)** at the end of IV session and forward to Centre Coordinator/Designated Person.
- Please do not consume food or drink (only use non spill bottle for water) in the room.
- Please do not allow anything to be removed from the room or added/amended unless previously arranged with the FET Centre.
- Only the Internal Verifier or other authorised persons timetabled for IV assessment should be in the IV room at any given time.
- If you think there may be a conflict of interest while undertaking the IV process, please report it to FET Centre Coordinator/Designated Person.
- No comments/discussion on any other Learning Practitioner's work is permitted verbally inside or outside the IV Office.
- No photocopying or photographing of work from of any folders is permitted inside the IV room or during the IV process.

Internal Verification (IV) and External Authentication (EA) Process

01

Internal Verification (IV) Process:

- TSO - checks compliance through provision of instructor planning documents including ensuring use of nationally devised assessment briefs and marking schemes.
- TSO - appoint Internal Verifier (ETB staff member – but independent of programme) to check assessment procedure documentation and reports on completion of each module.

02

Training Standards Officer (TSO)

- TSO - engage a panel of specific subject matter expert External Authenticators at outset of the programme.
- Details of assigned EA then communicated to each provider.

03

External Authentication (EA) Process:

- EA - ensures authentication of programme's assessment and certification and programme complies with QQI validation requirements.
- EA - compile report on programme after assessments have been completed allowing for further evaluation at National Programme Board meetings.

04

Training Standards Officer (TSO)

- TSO - submits results and EA reports to National Examinations Board.
- TSO – submits report to National Programme Board and action any EA recommendations.

