# Internal Verification of Assignment Brief (IV1)

| **Access Centre** | GWQ Centre |
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| **Access to HE Diploma** | Access to HE Diploma (Teaching and Education) |
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| **Unit Title and Code** | QU034558: Assessment for Learning |
| **Assignment Title** | Assessment Types and Methods |
| **Whole Unit or Part Unit** | **List targeted AC’s if a part unit assignment:**  Whole unit: LO 1, 2, 3 |

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| Assessor | | Internal Verifier |
| Joe Bloggs | L Bentley | |

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| INTERNAL VERIFIER CHECKLIST | | Comments |
| Are accurate diploma details shown? | N | In correct diploma title. |
| Are accurate unit details shown? | N | The unit code is missing. |
| Are submission dates indicated? | Y | One submission date for all tasks. |
| Are the targeted assessment criteria listed accurately? | Y | This is a whole unit assessment and the ACs are individually listed. |
| Are tasks clearly mapped against relevant assessment criteria? | N | The ACs do not clearly correlate to the tasks on the brief which will make it confusing for the learner. |
| Does the assessment method align with the assessment grid? | Y |  |
| Are tasks appropriate, enabling the targeted assessment criteria to be met in full? | N | The task for LO2 only asks for 2 feedback styles however AC 2.1 requires 3 feedback styles for it to be met in full. |
| Is clear guidance given on how to complete the tasks? | N | The tasks mainly use the exact wording of the ACs, which will not provide the learner with the contextualised, indicative guidance they need to understand the specific requirements of the task. |
| Is it clear what evidence the learner needs to generate? | N | This is confusing and compounded by the problems identified around ‘clear guidance’ (above). |
| Are all 3 grading standards listed on the brief? | Y | Yes GS 1, 2, and 3 are listed (as is required for all assessments). |
| **Grading standard 1 & 2:** have a minimum of 2 sub-components been selected from component (b)? | N | GS 1 has 2 sub-components selected but GS 2 only has 1 sub-component listed on the brief. Add at least 1 more sub-component for GS 2 from component (b). |
| **Grading standard 3:** have 2 components been selected (a, b, c)? | Y | Component (a, b) selected for this assessment. |
| **Grading standard 3:** where component (a) and/or (b) have been used are a minimum of 2 sub-components selected? | Y | Yes, both component (a, b) have 2 sub-components selected. |
| Are the choice of components and sub-components appropriate for the tasks? | Y |  |
| Is contextualised guidance provided on how to meet the grading standards? | N | Only the generic wording for each GS is listed on the brief. This would make it difficult for the learner to interpret how the Merit and Distinction grades can be achieved in relation to the tasks set. |
| Is the language and presentation appropriate and inclusive? | Y | However, please see notes about guidance on tasks and grading standards. |
| Is the timescale for the assignment appropriate? | Y |  |

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| **If ‘No\*’ is recorded the Internal Verifier should recommend remedial action(s) to be taken and confirm this has been completed before the brief is issued to learners.** | |
| **Action Required** | **Date Action Completed** |
| Add correct diploma title and unit code. | 21/03/2024 |
| AC 2.1: Change to say 3 feedback styles. | 21/03/2024 |
| Revise the wording for each task with more contextualised/indicative guidance and clarify specific evidence requirements. | 21/03/2024 |
| Clearly signpost ACs against each relevant task | 21/03/2024 |
| Add at least 1 more sub-component for GS 2 from component (b) | 21/03/2024 |
| Contextualise the guidance for meeting the Merit and Distinction grades for GS 1, 2 & 3 in relation to the tasks set. | 21/03/2024 |

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| **General Comments** |
| 12/03/2024 - The assignment brief is not yet fit for purpose and the actions identified above should be completed and signed off prior to the brief being given to learners. LB  22/03/204 – All actions now completed. LB  Well done, you have provided clear guidance to the learner on each of the tasks set and the guidance for achieving Merit and Distinction for each of the grading standards is much more contextualised in relation to the assignment. This brief, will now enable learners to fully understand what is required of them and how to meet the ACs and grading standards. |

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| **Assignment Brief Fit for Purpose Authorised** | | | |
| **Internal Verifier Signature** | **L Bentley** | **Date** | **22/03/2024** |