



**“Enabling Students to Accomplish their Academic Goal”**

## **Internal Verification Policy**

### **DOCUMENT CONTROL**

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## **1. Introduction**

Bellmont College is committed to maintaining rigorous, fair, transparent and consistent assessment practice across all programmes. Internal verification is a core part of Bellmont College's quality assurance and assessment framework because it checks that assessment briefs, marking, feedback and assessment decisions are valid, reliable, accessible and aligned with the appropriate learning outcomes, assessment criteria and academic standards.

Bellmont College currently works with Liverpool Hope University through collaborative higher education arrangements. Where a programme is delivered under Liverpool Hope University academic authority, Bellmont College operate within the relevant Liverpool Hope University academic regulations, assessment arrangements, external examining expectations and partnership quality assurance requirements. Bellmont College is also seeking Office for Students approval for its own future funding arrangements. This may affect future processes, governance routes or partnership arrangements, but Bellmont College continues to protect student interests, maintain academic standards and ensure continuity of study throughout any transition.

This policy has been developed using the format, tone and implementation approach of the (*CAP2 Belmont College Consumer Protection Policy and Implementation Framework*) and it strengthens the existing (*LTP4 Belmont College Internal Verification Policy*) by setting out clearer responsibilities, governance oversight, sampling expectations, evidence requirements and monitoring arrangements.

Internal verification protects students because it reduces the risk of inconsistent assessment decisions, unclear assignment briefs, inappropriate assessment design, unreliable marking or avoidable disadvantage. It also supports staff by providing a structured process for professional dialogue, standardisation and enhancement of assessment practice.

## **2. Purpose of the Policy**

The purpose of this policy is to establish the framework through which Bellmont College assures the quality, fairness, consistency and reliability of assessment practice. It explains how Bellmont College verifies assessment design before assessments are issued, reviews marking and feedback after assessment, records verification evidence, addresses concerns and reports outcomes through Bellmont College's governance and committee structure.

The policy is intended to ensure that students are assessed against appropriate academic standards and that assessment decisions are capable of withstanding internal review, external moderation, external examining, awarding body scrutiny and regulatory review. It also supports continuous improvement by identifying development needs in assessment design, marking consistency, feedback quality, academic judgement and assessment administration.

Through this policy, Bellmont College aims to maintain confidence in assessment outcomes, protect the value of awards, support fair treatment of students and provide clear evidence that academic standards are actively managed and monitored.

### 3. Scope of the Policy

This policy applies to all higher education and relevant preparatory provision delivered by Bellmont College, including provision delivered through collaborative arrangements with Liverpool Hope University and provision that may in future be delivered under Bellmont College's own regulatory or funding arrangements.

The policy applies to all assessment activity that contributes to student progression, module completion, programme completion, award, classification or certification. It applies to assignment briefs, assessment tasks, marking criteria, grading schemes, feedback, sampling, moderation, second marking, standardisation, assessment board preparation and any other process used to confirm the validity and reliability of assessment decisions.

The policy applies to academic staff, internal verifiers, module tutors, programme coordinators, assessment administrators, the Head of Academic Programmes, the Head of Quality & Operations, Assessment Boards, Bellmont College committees, external examiners and relevant partner or awarding body representatives. Where Liverpool Hope University, an awarding organisation or a professional, statutory or regulatory body specifies particular assessment or verification requirements, those requirements normally take precedence for the relevant programme.

### 4. Regulatory and Legal Framework

Framework	Application to internal verification
Office for Students Conditions B1, B2, B3, B4, B5, C1-C4 and E6	Supports high-quality academic experience, effective support, positive outcomes, reliable assessment and awards, sector-recognised standards, clear student information, student protection and safe participation.
Higher Education and Research Act 2017	Provides the statutory basis for the Office for Students and quality, standards and student interest regulation in England.
UK Quality Code for Higher Education	Supports the management of academic standards, assessment quality, partnership provision, student engagement and enhancement.
CMA guidance, Consumer Rights Act 2015 and Consumer Contracts Regulations 2013	Supports clear, accurate assessment information, fair terms and transparent student-facing processes.

Framework	Application to internal verification
Equality Act 2010	Supports non-discrimination, fair treatment, reasonable adjustments and accessible assessment practice.
UK GDPR and Data Protection Act 2018	Supports lawful, secure and confidential handling of assessment records, verification evidence, student data and committee records.
Office of the Independent Adjudicator Good Practice Framework	Informs fair, accessible and evidence-based handling where complaints or appeals relate to assessment processes.
LHU Academic Regulations and LHU Academic Partnership Handbook	Applies where programmes are delivered under Liverpool Hope University collaborative arrangements, including assessment, moderation and external examining requirements.
Safeguarding, health and safety and wellbeing obligations	Supports student safety, wellbeing, accessibility and safe participation in learning and assessment.

## 5. Core Principles

Internal verification at Bellmont College is guided by the principles of validity, reliability, fairness, consistency, transparency, accessibility, independence, proportionality and enhancement. These principles apply before assessments are issued, during marking and feedback, and when assessment outcomes are considered by Assessment Boards.

Validity means that assessment tasks measure the intended learning outcomes at the correct academic level. Reliability means that marking and grading are consistent across tutors, cohorts and delivery points. Fairness means that all students are assessed against the same published criteria, with reasonable adjustments made where appropriate under the *(SWP1 Bellmont College Reasonable Adjustment and Special Considerations Policy)* and *(SWP3 Bellmont College Disability Policy)*.

Independence means that verification is normally carried out by an appropriately qualified person who has sufficient subject and assessment expertise and who is not the original marker wherever this is reasonably practicable. Transparency means that records show what was checked, what decisions were made, what actions were required and how those actions were completed.

Enhancement means that internal verification is not treated as a purely administrative exercise. It supports staff development, standardisation, improved feedback, better assessment design and stronger academic judgement across Belmont College.

**6. Policy Statement**

Bellmont College operates systematic internal verification arrangements to ensure that academic standards established by awarding bodies and collaborative partners are consistently maintained across all programmes and modules. Internal verification is used to review assessment design, assignment briefs, assessment criteria, marking decisions, feedback quality and assessment records.

No assessment brief is normally issued to students until it has been reviewed and approved through the appropriate verification or moderation process. No final assessment decision is normally confirmed until the relevant internal verification, moderation, external examining or partner quality assurance process has been completed. Until these checks are completed, assessment results remain provisional.

Bellmont College ensures that internal verification is evidence-based, proportionate and risk-sensitive. Belmont College uses sampling, second marking, moderation, standardisation meetings and external examiner feedback to assure the reliability of assessment decisions and to identify areas for improvement.

Where internal verification identifies inconsistency, unclear assessment design, inappropriate feedback or potential unfairness, Belmont College takes corrective action before assessment outcomes are finalised wherever possible. Corrective action may include revising the assignment brief, reviewing the sample, increasing the sample size, undertaking standardisation, adjusting marking practice, re-marking affected work or escalating the issue to the Head of Academic Programmes, Head of Quality & Operations, Assessment Board or relevant partner institution.

**7. Roles and Responsibilities**

Effective internal verification depends on clearly understood responsibilities across academic, professional services, quality assurance and governance roles.

<b>Role</b>	<b>Responsibility</b>
Board of Directors	Retains ultimate governance oversight of academic standards, regulatory compliance, student protection, quality assurance, risk and institutional performance, and receives assurance that verification arrangements are effective.
Audit & Risk Committee	Advises the Board of Directors on audit, internal control, risk management, regulatory compliance and assurance where assessment reliability, data handling or external scrutiny creates institutional risk.

<b>Role</b>	<b>Responsibility</b>
Academic Committee	Acts as the academic authority, safeguards academic standards and quality, oversees academic assurance from the Quality Committee and reports to the Board of Directors on delegated academic matters.
Senior Management Committee	Oversees operational resources, institutional risk, implementation of quality improvement actions and escalation of significant assessment or verification concerns.
Quality Committee	Monitors verification outcomes, recurring assessment issues, external examiner feedback, quality action plans, student outcomes and academic quality risk.
Learning and Teaching Committee	Reviews assessment design, marking practice, feedback quality, standardisation activity and enhancement of teaching, learning and assessment.
Head of Quality & Operations	Maintains this policy, monitors compliance, coordinates quality assurance reporting and ensures verification evidence informs quality enhancement.
Head of Academic Programmes	Ensures programme teams implement verification requirements, address issues promptly and maintain reliable assessment practice.
Programme Coordinators	Coordinate verification schedules, support academic teams, maintain assessment records and confirm completion of required forms and actions.
Module Tutors and Assessors	Prepare assessment materials, mark work against published criteria, provide clear feedback and engage constructively with verification feedback.
Internal Verifiers	Review assessment briefs, samples of marked work and feedback, confirm consistency, record outcomes and identify actions where required.
External Examiners or partner representatives	Provide independent assurance on academic standards, assessment processes and comparability of outcomes where required by the awarding body or partner.
Students	Submit work through approved systems, engage with assessment guidance, use feedback appropriately and raise concerns through the relevant policy route where necessary.

## 8. Internal Verification Procedure

Internal verification at Belmont College operates through two main stages: verification before assessment issue and verification following assessment and marking. These stages are supported by sampling plans, standardisation activity, record-keeping, reporting and committee oversight.

Each programme maintains an internal verification schedule or sampling plan that identifies the modules, assessments, assessors, internal verifiers, expected verification points and

deadlines. The schedule is agreed before assessment activity begins and reviewed during the academic year where risks, staffing changes or assessment changes arise.

Internal verification is completed by staff with appropriate academic knowledge, subject understanding and familiarity with the assessment requirements. Where possible, the verifier is not the original assessor. Where this is not possible because of staffing or specialist subject constraints, an alternative proportionate control is agreed, such as second review by the Head of Academic Programmes, a standardisation discussion or external moderation.

All verification activity is recorded using approved forms or systems. Evidence shows what was checked, what sample was reviewed, whether the verifier agreed with the assessment decisions, what actions were required, who was responsible for completing them and when completion was confirmed.

## **9. Verification Before Assessment Issue**

Before an assignment brief or assessment task is released to students, it is reviewed to confirm that it is fit for purpose. The review checks that the assessment is aligned to the module or unit learning outcomes, set at the correct academic level, clearly written, appropriately timed and capable of generating valid evidence of student achievement.

The internal verifier confirms that assessment and grading criteria are clearly identified, that the task enables students to meet those criteria, that required evidence is explained, that any scenario or vocational context is appropriate, and that language and presentation are accessible to the intended student group.

The verifier also considers whether the brief gives students clear information about submission requirements, deadlines, word count or format requirements, academic integrity expectations, use of artificial intelligence where relevant, feedback arrangements and any relevant support or reasonable adjustment routes. Where a brief is not fit for purpose, it is not issued until remedial action has been completed and recorded.

Where programmes are delivered under Liverpool Hope University arrangements, assessment briefs also comply with relevant University regulations, academic regulations and quality assurance requirements, external examiner expectations and programme documentation.

## **10. Verification Following Marking and Assessment Decisions**

Following submission and marking, internal verification reviews selected samples of assessed work, marks, grades and feedback to ensure that assessment decisions are consistent, fair and aligned with the published criteria. The purpose is not to replace the academic judgement of the marker, but to provide assurance that marking decisions are reliable and applied consistently across the cohort.

The internal verifier reviews whether assessment criteria have been applied accurately, whether feedback is constructive and linked to the relevant criteria, whether the grade awarded is supported by the evidence, and whether any inconsistencies or boundary issues require further review.

Where the internal verifier identifies concerns, the sample is extended where necessary. The Head of Academic Programmes or Programme Coordinator may require a wider review, re-marking, moderation meeting or standardisation activity before grades are confirmed. Any amendment to marks or feedback is recorded clearly and justified with reference to assessment criteria and academic standards.

Assessment outcomes remain provisional until all internal verification, moderation, external examining and Assessment Board processes required for the programme have been completed. Students are informed clearly where results are provisional.

## **11. Sampling Arrangements**

Sampling is the main mechanism used to provide assurance that assessment decisions are consistent across a cohort. Sampling is planned, proportionate and risk-based. It normally includes work from the full range of marks or grades awarded, including high-performing work, middle-range work, borderline cases, fail/pass boundaries and resubmission or reassessment work where relevant.

As a minimum expectation, an initial sample representing approximately ten per cent of the cohort is normally reviewed, unless awarding body or partner requirements specify a different approach. The sample is increased where the cohort is small, where several assessors have marked the same assessment, where there is a new assessor, where a module is new or substantially changed, where previous issues have been identified, or where grade distribution or assessment outcomes raise concern.

The verifier is able to confirm that the sample provides sufficient confidence in the consistency and reliability of assessment decisions across the cohort. Where sufficient confidence cannot be reached, further sampling or additional moderation is undertaken.

Sampling decisions are recorded in a sampling plan or verification record. The record shows the rationale for the sample, the range of grades reviewed, any risks identified, any actions required and confirmation of completion.

## **12. Assessment Boards, External Examining and Partner Requirements**

Internal verification evidence supports Assessment Boards by confirming that assessment decisions have been reviewed before progression, reassessment, module completion or award decisions are confirmed. Assessment Boards may use verification evidence, moderation outcomes and external examiner feedback to assure themselves that results are reliable and that academic standards have been maintained.

External examiners and partner institution representatives may request access to assessment briefs, samples of assessed work, mark sheets, internal verification records, moderation reports, standardisation records and action plans. Belmont College ensures that such evidence is maintained securely and made available in accordance with Liverpool Hope University requirements, awarding body expectations and the (*QGP1 Belmont College Quality Assurance Handbook*).

Where Liverpool Hope University or another awarding body requires specific forms, deadlines, sampling approaches or approval processes, those requirements are followed. Belmont College supports partner oversight by maintaining complete records, responding promptly to requests and implementing agreed actions.

Where internal verification identifies a material concern that may affect academic standards, the Head of Quality & Operations and Head of Academic Programmes are informed promptly. The matter is escalated to the Quality Committee, Academic Committee, Senior Management Committee, Assessment Board, external examiner or Liverpool Hope University as appropriate.

### **13. Evidence, Records and Data Protection**

Bellmont College maintains a clear audit trail for internal verification. Evidence may include assignment brief verification forms, assessment decision verification forms, sampling plans, marked work samples, feedback samples, mark sheets, standardisation records, external examiner comments, assessment board papers, quality action plans and completion evidence.

Records are accurate, complete and stored securely. Access is restricted to staff who need the information for assessment, verification, quality assurance, regulatory, complaints, appeals or student support purposes. Data is processed in accordance with *(BCP5 Belmont College General Data Protection & Regulation (GDPR) Policy)*.

Verification records may include student assessment data and, in some cases, information relating to mitigating circumstances, reasonable adjustments, academic misconduct, appeals or wellbeing. Such information is handled sensitively, lawfully and only on a need-to-know basis.

Bellmont College retains internal verification records in accordance with institutional retention schedules, awarding body requirements, Liverpool Hope University requirements and external examiner or regulatory expectations.

### **14. Equality, Accessibility and Student Support**

Internal verification supports fair and inclusive assessment. Verifiers consider whether assessment briefs are written clearly, whether expectations are accessible, whether deadlines and submission requirements are understandable, and whether assessment design avoids unnecessary barriers for students with disabilities or other protected characteristics.

Where reasonable adjustments or special considerations apply, verification confirms that academic standards are maintained while the student is not placed at an avoidable disadvantage. Relevant support arrangements are managed under *(SWP2 Belmont College Equality, Diversity and Inclusion Policy)*, *(SWP3 Belmont College Disability Policy)* and *(SWP1 Belmont College Reasonable Adjustment and Special Considerations Policy)*.

Where assessment or verification concerns intersect with wellbeing, safeguarding, attendance, engagement or academic progress, the matter is referred through the appropriate support route under *(SWP4 Belmont College Mental Health and Wellbeing Policy)*, *(HSP1 Belmont*

*College Safeguarding and PREVENT Policy*) and (*LTP7 Belmont College Academic Progress Procedure*).

Students who believe that assessment processes have been applied unfairly may use the appropriate academic appeal or complaint route under (*CAP5 Belmont College Academic Appeals Policy*) or (*CAP3 Belmont College Complaint and Appeal Policy and Procedure*), subject to the applicable awarding body regulations.

## 15. Governance and Committee Implementation Framework

Internal verification is implemented through Belmont College’s committee and governance structure. The purpose of this structure is to ensure that assessment issues are identified, acted on, monitored and escalated. The implementation model is: identify the issue; assess the impact on students and academic standards; assign an owner; take corrective or enhancement action; report through the relevant committee; escalate material risk; and close the action only when evidence shows completion.

<b>Committee / Body</b>	<b>How it implements this policy</b>
Board of Directors	Receives assurance that assessment standards, student protection and verification controls are effective; considers strategic, regulatory or high-risk matters escalated through the governance structure.
Academic Committee	Maintains academic oversight of standards, assessment regulations, external examiner themes and academic assurance; receives assurance from the Quality Committee and reports to the Board of Directors.
Audit & Risk Committee	Reviews institutional risks arising from assessment reliability, regulatory compliance, data handling, internal control and external scrutiny.
Senior Management Committee	Oversees operational implementation, resource allocation, risk response and completion of institutional actions.
Quality Committee	Monitors verification outcomes, recurring assessment issues, assessment quality, quality action plans and policy implementation.
Learning and Teaching Committee	Reviews assessment design, marking practice, feedback quality, standardisation and teaching, learning and assessment enhancement.
Recruitment, Admissions and Registry Committee	Monitors assessment administration, registry records, student data accuracy and operational compliance where relevant to verification evidence.
Student Staff Committee	Provides a student voice route for assessment clarity, feedback consistency and the student experience of assessment.

## **16. Monitoring, Reporting and Continuous Improvement**

Bellmont College monitors internal verification activity throughout the academic year. Monitoring consider whether verification has been completed on time, whether sampling has been sufficient, whether actions have been closed, whether assessment decisions were consistent and whether any issues have recurred across modules, programmes or assessors.

The Head of Quality & Operations coordinates institutional monitoring of verification evidence. The Head of Academic Programmes works with Programme Coordinators and Module Tutors to ensure that actions relating to assessment design, marking, feedback or standardisation are implemented promptly.

Verification outcomes inform annual monitoring, programme review, external examiner responses, Assessment Board preparation, quality improvement action planning and staff development. Themes may include marking consistency, clarity of assignment briefs, feedback quality, grade distribution, assessment workload, student understanding of criteria, use of Turnitin or assessment systems, and the effectiveness of standardisation activity.

The policy is normally reviewed annually or earlier where regulatory expectations change, Liverpool Hope University partnership arrangements evolve, awarding body requirements change, external examiner feedback identifies a significant issue, student appeals or complaints reveal procedural weaknesses, or institutional risks materially change.

## **17. Staff Development, Standardisation and Support**

Bellmont College recognises that effective internal verification depends on staff capability, shared understanding of standards and constructive professional dialogue. Internal verification therefore supports not only compliance but also continuing staff development and academic enhancement.

Academic staff involved in assessment and verification receive appropriate induction, guidance and development. Staff development may include assessment design, marking and feedback, use of assessment criteria, reasonable adjustments, academic integrity, moderation, sampling, external examiner expectations, data protection and partner institution requirements.

Standardisation activity takes place where new assessments are introduced, where several markers are involved, where external examiner feedback identifies inconsistency, where new staff are marking, or where verification outcomes show variation in academic judgement. Standardisation may include marking calibration, discussion of sample scripts, review of grade boundaries or joint review of assessment criteria.

Staff are expected to engage positively with verification feedback. Where repeated concerns arise, the Head of Academic Programmes and Head of Quality & Operations may require targeted development, enhanced monitoring or additional verification before assessment decisions are confirmed.

## **18. Forms and Operational Templates**

The operational forms in the appendices support internal verification and provide a clear record of assessment, brief approval, assessment decision verification and sampling. These forms may be updated from time to time to align with Liverpool Hope University requirements, awarding body expectations, digital systems or College quality assurance arrangements.

The forms are retained as institutional guides and are used for internal verification activity unless a partner, awarding body or external examiner requires an alternative approved format.

## **19. Conclusion**

Internal verification is a fundamental part of Belmont College's commitment to academic quality, assessment integrity, fairness and student protection. Through systematic review of assessment design, marking decisions, feedback and verification evidence, Belmont College seeks to ensure that students receive assessment outcomes that are fair, consistent, reliable and aligned with the correct academic standards.

The policy also supports Belmont College's current partnership with Liverpool Hope University and its future development towards Office for Students approval and independent funding arrangements. Any future changes to regulatory status, partnership arrangements or assessment processes are managed carefully, transparently and proportionately so that students remain protected and academic standards remain secure.

Through Board of Directors oversight, Senior Management Committee implementation, Academic Committee and Quality Committee assurance, Learning and Teaching Committee enhancement, student voice, registry monitoring, risk oversight and partner collaboration, Belmont College ensures that internal verification remains embedded in accountable governance and continuous improvement.

## Appendix A: Internal Verification - Assessment Decisions Form

Field	Details	Field	Details	Field	Details
<b>Award</b>		<b>Assessor</b>		<b>Unit(s)</b>	
<b>Assignment title</b>		<b>Learner's name</b>		<b>Date</b>	
<b>Criteria awarded</b>	Pass / Merit / Distinction or mark / grade range	<b>Sample reference</b>		<b>Verifier</b>	

Verification question	Response	Details
Do the assessment and grading criteria awarded match those targeted by the assignment brief?	Y / N	Details / evidence
Has the work been assessed accurately?	Y / N	Details / evidence
Is feedback constructive?	Y / N	Details / evidence
Is feedback linked to the relevant grading or assessment criteria?	Y / N	Details / evidence
Does feedback identify opportunities for improved performance?	Y / N	Details / evidence
Are any actions required or agreed?	Y / N	Details / evidence
Does the grading decision need amending?	Y / N	Details / evidence
Remedial action taken	Y / N	Details / evidence

Signature / confirmation	Name / signature	Date	Notes
Internal Verifier		Date	
Lead Internal Verifier (if required)		Date	
Confirm action completed		Date	
Assessor signature		Date	
Internal Verifier signature		Date	

## Appendix B: Internal Verification - Assignment Briefs Form

<b>Award</b>		<b>Unit</b>		<b>Assessor</b>	
<b>Internal Verifier</b>		<b>Date</b>		<b>Programme</b>	

<b>Internal verifier checklist</b>	<b>Response</b>	<b>Comments</b>
Are accurate programme details shown?	Y / N	Comments
Are accurate unit or module details shown?	Y / N	Comments
Are clear deadlines for assessment given?	Y / N	Comments
Is this assignment for the whole or part of a unit or module?	W / P	Comments
Are the assessment and grading criteria to be addressed listed?	Y / N	Comments
Does each task show which criteria are being addressed?	Y / N	Comments
Are these criteria actually addressed by the tasks?	Y / N	Comments
Is it clear what evidence the learner needs to generate?	Y / N	Comments
Are the activities appropriate?	Y / N	Comments
Is there an appropriate scenario or vocational context?	Y / N	Comments
Is the language and presentation appropriate?	Y / N	Comments
Is the timescale for the assignment appropriate?	Y / N	Comments
Overall, is the assignment fit for purpose?	Y / N	Comments

If 'No' is recorded and remedial action is required before the brief is issued, the assessor and internal verifier confirm that the action has been completed before the brief is released to students.

<b>Confirmation</b>	<b>Details</b>
Action required	
Action taken	
Assessor signature	Date
Internal Verifier signature	Date
Lead Internal Verifier, if required	Date

### Appendix C: Internal Verification Sampling Plan

<b>Programme name</b>		<b>Level</b>		<b>Internal Verifier</b>	
<b>Academic year</b>		<b>Programme Coordinator</b>		<b>Date approved</b>	

Unit / module title	Learning outcome	Assessor	Internal Verifier	Assignment brief verified (Y/N)	Date	Assessment decisions verified (Y/N)	Date
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

### Appendix C1: Sampling Record for Assignments and Assessment Decisions

Learner / sample reference	Unit / module	Assessor name	Grade / mark range	Assessment decision checked	Feedback checked	Action required	Action completed
1				Y / N	Y / N		
2				Y / N	Y / N		
3				Y / N	Y / N		
4				Y / N	Y / N		
5				Y / N	Y / N		
6				Y / N	Y / N		
7				Y / N	Y / N		
8				Y / N	Y / N		
9				Y / N	Y / N		
10				Y / N	Y / N		

<b>Bellmont College Internal Verification Policy</b>					
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1	March 2023	Head of Quality & Operations	New Document	Board of Governors	February 2024
2	February 2024	Head of Quality & Operations	Revised; no updates or changes made	Board of Governors	October 2024
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4	March 2026	Head of Quality & Operations	Revised Document	Board of Directors	March 2027