

How To Conduct Internal Assessment

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Key information

What is internal assessment?

Internal assessment is a form of assessment in which the centre takes responsibility for setting the assignment through the writing of an assignment brief, marking and internally verifying the work submitted by learners. This form of assessment needs to be taken under specified conditions. Assessment is separate process to teaching and learning. A sample of internally assessed work is subject to moderation by RSL. For more information on moderation, please refer to the guide [How to Produce Evidence for Moderation](#).

Which units are internally assessed?

Except for the externally assessed core units in the performance tables syllabuses, all units are internally assessed.

Related guides

[How to Write and Assessment and IV Plan](#)

[How to Write Assignment Briefs](#)

[How to Conduct Internal Verification](#)

[Centre Handbook](#)

Additional support

Please direct any queries about conducting internal assessment to vocational@rslawards.com

How to manage internal assessment

Each individual centre needs to define its strategy for the delivery of internal assessment. RSL can provide advice and guidance on this. This must include the following:

- Policy on the creation of assignment briefs (content, deadlines, quality assurance checks etc) (please refer to the guide [How to Write Assignment Briefs](#) for full details).
- Policy on how unit assessment will be undertaken (combined with other units or singly); if you intend to combine units in assessment, learners should be able to achieve all criteria in each unit. Note that evidence that is being submitted to RSL for moderation must be presented by unit and not by assignment.
- Rules on resubmissions (number, capping, late submissions etc).
- The conditions that internal assessment will be conducted under.
- The quality assurance of the internal assessment process.

If you wish to use an RSL template for the Assessment Policy document, one is available in the '[Templates](#)' section of the VQ Help and Support page that can be adapted for your centre.

How to conduct internal assessment

Preparing for internal assessment

There are seven main stages to conducting internal assessment:

1. Planning dates for assessment and internal verification
2. Writing and internally verifying the assignment brief
3. Supporting learners prior to the assessment
4. Setting the assessment to learners and facilitating the assessment
5. Marking the learner work
6. Internally verifying the assessment decisions
7. Facilitating, assessing and internally verifying resubmissions (where applicable)

1. Planning dates for assessment and internal verification

This should take place before the academic year starts to ensure sufficient time is given to allow learners to achieve all the criteria. For more detailed guidance on writing an Assessment and Internal Verification plan, please refer to the guide [How to Write and Assessment and IV Plan](#).

2. Writing and internally verifying the assignment brief

For each internally assessed unit, an assignment brief will need to be written and internally verified prior to being given to learners. For more detailed guidance on writing an assignment brief and conducting internal verification, please refer to the guides [How to Conduct Internal Verification](#) and [How to Write Assignment Briefs](#).

3. Supporting learners prior to the assessment

Tutors should ensure that their teaching covers all assessment criteria, enabling learners' ability to achieve a Pass or above in each individual assessment. We expect that centres will add stretch and challenge into their sessions to support learners to be able to achieve a Distinction in assessment. Tutors must also ensure that learners understand how the assessment will take place.

4. Setting the assessment to learners and facilitating the assessment

The teaching and learning for an assessment should take place before learners sit the assessment. It is acceptable for teaching to take place during the assessment period if there is an area that the teacher feels needs greater clarity but the skills needed for the assessment should be taught prior to the hand out of the assignment brief.

During the assessment period, the learner must demonstrate their individual response to the assignment brief and work must be authenticated by the use of a learner declaration. Where learners need to work in groups, they must be able to individually evidence their contribution to ensure that assessment can be conducted. The individual contribution of the learner must meet all assessment criteria in the specification.

Feedback can be provided to the learner during completion of internal assignments but must not constitute coaching or teaching to ensure that the work can be authenticated. For detailed guidance on feedback, please refer to the guide [How to Provide Feedback](#).

5. Marking the learner work

The length of time allocated for marking learner work should be identified in your centre's assessment policy. RSL do not specify a time period in which learner work should be marked and returned to learners. However, if the length of time between the learner work being submitted and then returned to learners would be considered excessive (i.e. more than a month), this would not allow the learners to receive feedback on their assessment in a timely manner. For learners to access a resubmission attempt, a long gap between their initial submission and the receipt of feedback could impact on their ability to improve their work.

It is expected that centre's record their assessment decisions and feedback to learners in a way which is accessible to the learner. If centres wish to use an RSL template for feedback, this can be found in the [Templates](#) section of the Help and Support site.

6. Internally verifying the assessment decisions

A sample of assessment decisions for every unit must be internally verified prior to the return of grades and feedback to the learner. The sample size will be dictated by the centre's Quality Assurance policy. If there are any actions following internal verification, these must be actioned and signed off prior to the return of feedback to learners.

For more detailed guidance on conducting internal verification, please refer to the guide [How to Conduct Internal Verification](#). Templates for the internal verification of assessment decisions and a Quality Assurance policy can be found in the [Templates](#) section of the Help and Support site.

7. Facilitating, assessing and internally verifying resubmissions (where applicable)

Following the return of feedback to learners, a resubmission opportunity must be made available to all learners. Centres need to have a policy concerning resubmission of work from learners:

- Do all learners get the chance to resubmit or just those who gained an Unclassified in assessment the first time?
- How do you deal with late submissions of work? (Some centres choose to cap these submissions at a Pass)
- How many resubmissions do you permit? (Open ended resubmissions are not good practice)

What issues can arise in internal assessment

Lack of an audit trail

Lack of assessment decisions in the moderated sample

Lack of learner identification in the moderated sample

Lack of learner identification in the moderated sample

<https://cloud.rslawards.com/file/download/542950>

Learning outcome combinations

Grading RSL qualifications

RSL qualifications are awarded based on the attainment level across all completed units within the qualification pathway. Individual units are graded based upon the learning outcomes that are found within them. Learning outcomes are each made up of one of more assessment criteria, the level of attainment for each assessment criteria is derived by applying the grading criteria to the learner evidence.

The following tables show how the learner's unit grades are calculated from the learning outcome grades. The same calculation can be applied at assessment criteria level to calculate the learner's grade for each learning outcome.

Total Learning Outcomes or Assessment Criteria: 1

Total Passes	Total Merits	Total Distinctions	Unit Grade
1	0	0	Pass
0	1	0	Merit
0	0	1	Distinction

Total Learning Outcomes or Assessment Criteria: 2

Total Passes	Total Merits	Total Distinctions	Unit Grade
2	0	0	Pass
0	2	0	Merit
1	0	1	Merit
1	1	0	Merit
0	0	2	Distinction
0	1	1	Distinction

Total Learning Outcomes or Assessment Criteria: 3

Total Passes	Total Merits	Total Distinctions	Unit Grade
2	1	0	Pass
3	0	0	Pass
1	1	1	Merit
1	2	0	Merit
2	0	1	Merit
0	2	1	Merit
0	3	0	Merit
1	0	2	Distinction
0	0	3	Distinction
0	1	2	Distinction

Total Learning Outcomes or Assessment Criteria: 4

Total Passes	Total Merits	Total Distinctions	Unit Grade
3	0	1	Pass
3	1	0	Pass
4	0	0	Pass
0	3	1	Merit
0	4	0	Merit
1	1	2	Merit
1	2	1	Merit
1	3	0	Merit
2	0	2	Merit
2	1	1	Merit
2	2	0	Merit
1	0	3	Distinction
0	0	4	Distinction
0	1	3	Distinction
0	2	2	Distinction

Total Learning Outcomes or Assessment Criteria: 5

Total Passes	Total Merits	Total Distinctions	Unit Grade
3	2	0	Pass
4	0	1	Pass
4	1	0	Pass
5	0	0	Pass
2	1	2	Merit
2	2	1	Merit
2	3	0	Merit
3	0	2	Merit
3	1	1	Merit
0	3	2	Merit
0	4	1	Merit
0	5	0	Merit
1	2	2	Merit
1	3	1	Merit
1	4	0	Merit
2	0	3	Distinction
1	0	4	Distinction
1	1	3	Distinction
0	0	5	Distinction
0	1	4	Distinction
9	2	3	Distinction

Total Learning Outcomes or Assessment Criteria: 6

Total Passes	Total Merits	Total Distinctions	Unit Grade
0	6	0	Merit
0	5	1	Merit
0	4	2	Merit
0	0	6	Distinction
0	1	5	Distinction
0	2	4	Distinction
0	3	3	Distinction
1	5	0	Merit
1	4	1	Merit
1	3	2	Merit
1	0	5	Distinction
1	1	4	Distinction
1	2	3	Distinction
2	4	0	Merit
2	3	1	Merit
2	2	2	Merit
2	0	4	Distinction
2	1	3	Distinction
3	2	1	Merit
3	1	2	Merit
3	3	0	Merit
3	0	3	Merit
4	1	1	Pass
4	0	2	Merit
4	2	0	Pass
5	1	0	Pass
5	0	1	Pass
6	0	0	Pass