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GENERAL INFORMATION				
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## 1. PURPOSE OF DOCUMENT

This document describes internal verification procedure.

## 2. SCOPE OF DOCUMENT

This document applies to all MCAST (including MG2I) Lecturers (full-time and part-time), Assessors, Internal Verifiers, Coordinators, Unit Owners (IICT only), Institute Management, Curriculum and QA staff that are involved in the process of internal verification and standardisation of assessment instruments of full-time and part-time accredited courses and programmes.

This document is intended to provide a supportive process that encourages all involved to develop good internal verification practices.

## 3. RATIONALE FOR INTERNAL VERIFICATION

Internal verification is an internal quality assurance process that, if conducted correctly, ensures that:

- a) Assessment instruments are fit for purpose, hence providing the Learner with the opportunity to present the evidence required by the assessment criteria;
- b) Assessment decisions assess the Learner's work fairly, accurately and consistently against the unit assessment criteria.

A robust internal verification process allows issues to be identified at the input stage of the assessment process and addressed before they reach the Learner (output).

The internal verification process is also an opportunity for collaboration between staff members. Through dialogue and discussion, assessment provision can continuously improve thus ensuring fair, accurate and consistent assessment judgements.

Well implemented internal verification helps defend Assessors decisions in the case of academic challenges during Institute and Corporate Appeal Boards.

The internal verification process ultimately ensures that the College qualifications have the required validity and recognition.

## 4. THE ROLE OF THE INTERNAL VERIFIER

The Internal Verifier needs to ensure the reliability and validity of assessment and the quality assurance of the assessment process.

The Internal Verifier undertakes verification of:

- a) Assignment Briefs; and
- b) Samples (of assessment decisions).

An Internal Verifier will, most of the time, also be an Assessor. In these cases, the Internal Verifiers cannot internally verify their Assignment Briefs and/or samples (of assessment decisions).

The Institute Directors (and the Curriculum Director in the case of Key Skills Units), shall nominate a number of lecturing staff to act as Internal Verifiers, as per the provisions of the Collective Agreement.

Internal Verification skills can be taught and developed. All members of the Academic Staff may, therefore, be given Internal Verification duties, including new members of staff. Selected Internal Verifiers should, therefore:

- a) Have experience as a vocational tutor and assessor;

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- b) Be familiar with the subject area;
- c) Understand assessment methodology;
- d) Attend training.

## 5. THE ROLE OF THE COORDINATORS

There are in general three Coordinator roles, namely:

- a) Key Skills Coordinator (KSC);
- b) Institute Vocational Coordinator (IVC);
- c) MG2I Programme Coordinator (MPC).

The KSC, IVC and MPC Coordinators have a direct role in the internal verification process that includes (refer to note below for Institute for Information and Computer Technology - IICT):

- a) Coordinating and monitoring the internal verification process under their respective area of responsibility;
- b) Intervene and resolve issues when there are differing interpretations between the Internal Verifier and the Assessor, and where necessary refer to the Director;
- c) Verify samples of verified assignment briefs and sample (of assessment decisions);
- d) Support Internal Verifiers in developing their internal verification skills (in collaboration with the Curriculum and QA Office);
- e) Ensure records of internally verified assignment briefs and other records are maintained (in Master File or electronic format).

### For Institute for Information and Computer Technology:

Note: The following section describes the internal verification responsibilities that are specific to the **Institute for Information and Computer Technology**:

#### Role of IVC

- a) To verify the assignment briefs ensuring consistency throughout the programme where different lecturers teach the same unit to different groups;
- b) Coordinating and monitoring the internal verification process under the respective area of IVC responsibility;
- c) Ensure records of internally verified assignment briefs and other records are maintained (in a Master File or in electronic format);
- d) Verify samples of verified assessment decisions;
- e) Supports Internal Verifiers in developing their internal verification skills (in collaboration with the Curriculum and QA Office);

#### Role of Internal Verifier

- a) Conduct Internal Verification of sample (of assessment decisions) for all lecturers delivering and assessing same unit;
- b) Intervene and resolve when there are differing interpretations between the Internal Verifier and the Assessor, and where necessary refer to the Director;

#### Role of Lecturer / Assessor

In consultation with other lecturers delivering the same Unit (same level), design the assignment brief and upload draft for internal verification by IVC.

## 6. SCHEDULING OF INTERNAL VERIFICATION

At the start of each semester, the Institute Vocational Coordinator (or person as assigned by Director of Institute / Centre) is to plan the scheduling of both the internal verification of Assignment Briefs and the respective internal verification of samples (of assessment decisions). Internal verification of assessment instruments and samples (of assessment decisions) must be carried out in a timely way throughout the year/semester.

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Assignments shall generally be marked and internally verified within three (3) college weeks of the published submission date.

## 7. RESOURCES NEEDED BY INTERNAL VERIFIER TO CONDUCT INTERNAL VERIFICATION OF ASSIGNMENT BRIEF

The Internal Verifier requires access to the following documents before commencing the internal verification of the assignment brief:

- The filled-in 'Assignment Brief and Internal Verification Front Sheet' by the Lecturer compiling the Assignment Brief together with the draft assignment brief;
- The Unit specification that provides the Assessor and Internal Verifier with the current list of unit learning outcomes and assessment criteria (available from the Curriculum Repository);
- The Grading rubric / Model answer sheet accompanying the final version of the assignment;
- The internal verification schedule and sampling plan;
- The College Regulations that provide the continuous assessment policy for each programme level including the requirement for internal verification.

### **Reference Documents:**

Doc 003 : College Programme Regulations (MQF 1,2 and 3)  
Doc 004 : College Programme Regulations (MQF 4)  
Doc 005 : College Programme Regulations (MQF 5,6 and 7)  
Doc 076 : Assignment and Internal Verification Front Sheet (Individual Criteria)  
Doc 079 : Assignment and Internal Verification front Sheet (Grouped Criteria)  
Doc 023 : Id-Dokument tal-Assesjar u l-Verifikazzjoni Interna (Kriterji Magħquda)  
Doc 024 : Id-Dokument tal-Assesjar u l-Verifikazzjoni Interna (Kriterji Individwali)  
Guidelines for Internal Verification of Assignment Brief : Appendix 3 (below)

## 8. INTERNAL VERIFICATION OF ASSIGNMENT BRIEF

Tasks in the assignment briefs (home-based, time constrained, project-based, synoptics etc.) shall be designed in line with the Learning Outcomes and Grading Criteria available via the unit specifications (available online in the Curriculum repository) and also as per College Programme Regulations. Alterations, deductions or additions to the Learning Outcomes and Grading Criteria, as detailed in the unit specifications, is not allowed.

Before the assignment brief is handed to the Learners, the draft of the assignment brief is to be forwarded by the Lecturer / Assessor, together with the filled-in 'Assignment and Internal Verification Front Sheet', to the Internal Verifier.

The Internal Verifier will review the Assignment Brief and ascertain its fitness for purpose according to the internal verification guidelines (refer to Appendix 3 below). The Internal Verifier shall provide feedback for improvement (if any) to the Assessor on the 'Assignment Brief and Internal Verification Front Sheet' or by email. Records of key exchanges between the IV and Assessor are considered as evidence of robust a quality assurance process.

This process is to be repeated as necessary until the Internal Verifier and the Lecturer agree on the final content and format of the assignment. Verbal discussion between Assessor and verifier is encouraged.

The verified and approved assignment brief shall be signed and dated by the Internal Verifier on the 'Assignment and IV Front Sheet' (or via electronic signature) and forwarded to the Lecturer. The Assignment Brief cannot be published unless signed (or via electronic signature) and approved by the Internal Verifier.

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## 9. RE-USING ASSESSMENTS

In the effort to have continuous development and improvement of assessments, Lecturers should check whether the assessment brief handed in has already been delivered to Learners in previous years / semesters. If an assignment is identical or very similar to a previous one, the Lecturer / Assessor should alter or improve the assessment instrument. The same assignment cannot be issued in consecutive year / s of the course.

However, where assignments of similar nature may be necessary, the Assessor must make sure that the question is sufficiently different as not to promote copying and / or plagiarism.

## 10. SELECTION OF SAMPLE

The size of the sample shall be representative of the number of Learners in the cohort(s). When determining the adequacy of the sample size, the Internal Verifier is to take into consideration the following:

- High, medium and low range of the Learners' results;
- New programmes: When a unit or programme is first introduced, the sample should be increased;
- Known issues with internal verification: These may have been identified by previous internal verification or quality assurance processes and shall necessitate an increase in the sample size.

The Internal Verifier shall select a sample of assessed work equal to 10% of the class size, with a minimum sample of three (3) Learners (Refer to Table below).

If the Lecturer / Assessor is delivering and assessing the same unit in a number of classes, the Internal Verifier shall select a sample (of assessed work) equal to 10% of the number of Learners from all of the Assessor's classes. The sample is then taken proportionately from all of the classes (refer to Table below).

In the case of a Key Skills unit that is contextualized according to a particular Institute (or Centre), the sample cannot be drawn across the Institutes, but only from the specific Institute where the assessment was contextualized.

The table below is intended to illustrate the calculation of the sampling size as explained above.

<b>One cohort per Unit (Unit delivered and assessed by one Lecturer in one Class only)</b>		
Class size (example)	10 % sample	Minimum sample
20	2	3

<b>Same Unit, Multiple Cohorts (Unit delivered and assessed by one Lecturer in multiple classes)</b>				
Number of students per class lectured / assessed by Lecturer (for the same Unit *)	Class size (example)	Total number of students	10 % sample	Sample per class (approx.)
Class 1	24	59	5.9 = 6	2
Class 2	22			2
Class 3	10			1
Class 4	3			1
(*) In the case of a Key Skills unit that is contextualized according to a respective Institute, the sample cannot be drawn across the Institutes, but only on an Institute by Institute basis.				

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## 11. RESOURCES NEEDED BY INTERNAL VERIFIER TO CONDUCT INTERNAL VERIFICATION OF SAMPLES OF (ASSESSMENT DECISIONS)

The Internal Verifier requires access to the following documents before commencing the internal verification of the samples (of assessment decisions):

- The filled-in 'Assignment Brief and Internal Verification Front Sheet' and graded scripts of all the samples;
- The Rubric / Model answer sheet accompanying the final version of the assignment;
- The results of all the class.

### **Reference Documents:**

Doc 003 : College Programme Regulations (MQF 1,2 and 3)  
 Doc 004 : College Programme Regulations (MQF 4)  
 Doc 005 : College Programme Regulations (MQF 5,6 and 7)  
 Doc 076 : Assignment and Internal Verification Front Sheet (Individual Criteria)  
 Doc 079 : Assignment and Internal Verification front Sheet (Grouped Criteria)  
 Doc 023 : Id-Dokument tal-Assesjar u l-Verifikazzjoni Interna (Kriterji Magħquda)  
 Doc 024 : Id-Dokument tal-Assesjar u l-Verifikazzjoni Interna (Kriterji Individwali)  
 Guidelines for Internal Verification of Samples (of Assessment Decisions): Appendix 4 (below)

## 12. INTERNAL VERIFICATION OF SAMPLES (OF ASSESSMENT DECISIONS)

**(Note : A signature can also be in electronic format)**

The Internal Verifier verifies the samples (of assessment decisions) according to the Internal Verification Guidelines provided in Appendix 4 (below).

### **Scenario 1: Sample meets requirements of Appendix 4.**

If the Internal Verifier agrees with the Assessor's assessment decisions on the sample taken, the Internal Verifier signs and dates the 'Assignment Brief and Internal Verification Front Sheet' for each of the Learner samples provided by the assessor. The Internal Verifier then informs the Assessor that the results of the sampled Learner's work (and the rest of the class) can be disseminated to the Learners (refer to schematic in Appendix 2).

### **Scenario 2: Sample does not meet requirements of Appendix 4 but corrective action taken by Assessor**

Should the Internal Verifier encounter one or more issues related to the way the Learners work has been assessed by the Assessor, the Internal Verifier is to discuss the issues with the Assessor. The Internal Verifier may request to select additional samples. If the issues are accepted and agreed upon by the Assessor, the Assessor is required to implement the necessary adjustments to the work sampled (and also non-sampled, if so indicated by the Internal Verifier). Upon confirmation by the Internal Verifier that the necessary changes have been implemented by the Assessor, the Internal Verifier signs and dates the 'Assignment Brief and Internal Verification Front Sheet' for each of the Learner samples. The Internal Verifier then informs the Assessor that the results of the sampled Learner's work (and the rest of the class) can be disseminated to the Learners. (refer to schematic in Appendix 2).

### **Scenario 3: Sample does not meet requirement of Appendix 4 and support of Coordinator is requested.**

Should the Internal Verifier encounter one or more issues related to the way the Learners work has been assessed by the Assessor, the Internal Verifier discusses the issues with the Assessor. The Internal Verifier may request to select additional samples. If no agreement is reached, the Internal Verifier refers the matter to the Coordinator. The Assessor, Internal Verifier and Coordinator will discuss the matter and come to a decision. The Coordinator may request the Assessor to submit more samples. The Coordinator is expected to decide upon the matter and instruct the Internal Verifier and Assessor accordingly. If a decision cannot be reached, the matter is referred by the Coordinator to the Institute Director in the case of Vocational Units and to the Curriculum Director in the case of Key Skills units. Once a decision has been reached, upon confirmation by the Internal Verifier that the necessary changes (if applicable) have been implemented by the Assessor, the Internal Verifier signs and dates the 'Assignment Brief and Internal Verification Front Sheet' for each of the Learner samples provided. The Internal Verifier then informs the Assessor that the results of the sampled Learner's work (and the rest of the class) can be disseminated to the Learners (refer to schematic in Appendix 2).

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In all scenarios, the lecturer is to ensure that the Learners results are not disseminated to the Learners before the Assignment Front Sheet is signed-off by the IV. Record of the decision is to be recorded on the 'Assignment Brief and Internal Verification Front Sheet'.

The Assessors and Internal Verifier are encouraged to retain mails and / or minutes of meetings of communications as such evidence can be requested for an internal / external auditor as evidence of the robustness of the process.

**Assessment results cannot be issued to the Learners by the Assessor before the completion of the Internal Verification process.**

### **13. STANDARDISATION**

In cases where more than one Assessor is delivering and assessing a unit, the assessors need to conduct a standardisation exercise in order to make sure that the same parameters are being applied by all the Assessors. The Internal Verifier should play an active role in the standardisation of assessment. Standardisation must be carried out by the Assessors before the grading of the Learners' work and before internal verification takes place.

The purpose of the standardisation exercise is to agree on a grading standard by the assessors concerned. The assessors discuss and mutually assess the same sample of Learner work, enabling all parties to reach a consensus. This must be done with reference to the assessment criteria and assessment guidance provided in the qualification specification. Once an agreement has been reached between the Assessors on the grading standard, the Assessors can then proceed with assessing the Learner work they are individually responsible for. The internal verification process should then take place.

### **14. OPPORTUNITY FOR CONTINUOUS IMPROVEMENT**

Following the process of assessment sampling and verification practices, the Internal Verifier should provide feedback to both the Institute / s and the Curriculum Department to make sure that the necessary measures are taken for continuous professional development and review / improvement of programmes and processes.

### **15. THE ROLE OF THE QUALITY ASSURANCE DEPARTMENT**

The Quality Assurance Office oversees the internal verification / standardisation of the assessment activities in the College, thereby ensuring consistency of approach in internal verification / standardisation, such that Learners have access to fair and reasonable assessment. At an operational level, this is achieved through the sampling of internally verified work by QA staff or its appointed personnel.

### **16. DOCUMENT RETENTION**

Internal verification documentation, along with the assessment records, should be stored for a minimum of two years after certification.

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## APPENDIX 1: Definition of Terms

**Internal verification:** An approach to quality assurance based on peer support and review that enables Lecturers / Assessors to integrate quality into internal assessment from start to finish throughout the whole process of:

- a) pre-delivery — understanding standards;
- b) ongoing support for Assessor and sampling of Learner evidence;
- c) post-delivery reflection and review.

**Internal Verifier:** Is usually a member of the academic staff who is appointed by the Director to carry out the quality checks to ensure that the assignment is fit for purpose and that the assessment decisions are fair and consistent.

**Institute Vocational Coordinator:** Is usually a member of the Academic staff whose role is also to monitor and coordinate the internal verification process at the Institute, at subject area level.

**Lead Internal Verifier:** Is usually a member of the QA Department who monitors the overall internal verification process at College Level.

**Internal Verification Schedule:** Plan to ensure all units and all Assessors are sampled during the year. The following should be quality assured by internal verification:

- a) all programmes
- b) all units
- c) all Assessors
- d) all Assignment Briefs
- e) sample of assessed work for each unit / assignment

**Assessor:** Is usually a member of the academic staff who is entrusted to design the unit Assignment Brief, supports Learners to achieve the unit assessment criteria, makes the final judgment of Learner work and gives feedback on Learner performance.

**Assignment Brief:** A document which includes tasks / activities that tell Learners what to do to demonstrate the achievement of skills / understanding / knowledge for each unit. It should be in a vocational setting, cross-referenced to assessment criteria, using appropriate language, and should also be internally verified before issued to Learners.

**Assignments / Coursework:** Tasks or exercises performed by the Learner as part of a course of study. The Learner's work shall be expected to fulfil the learning outcomes of a study unit.

**Assessment Criteria:** Descriptions of what the Learner is expected to do in order to demonstrate that a learning outcome has been achieved.

**Formative Feedback:** Feedback from the Assessor, indicating level of achievement cross-referenced to assessment criteria. This should support Learners, guiding them on what to do to improve achievement. Final feedback should only be given once internal verification of the unit is satisfactory.

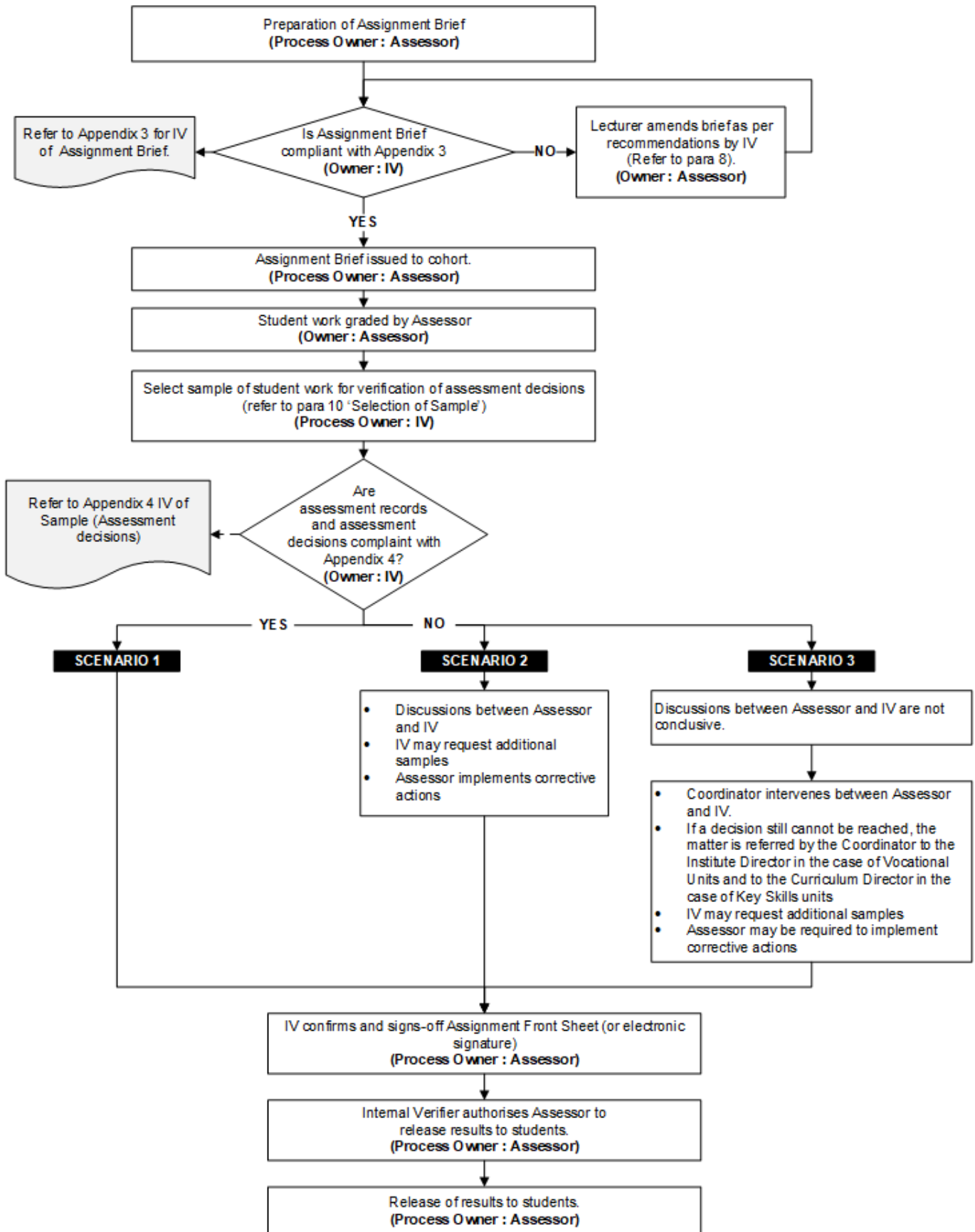
**Internal verification sample:** A representative number of Learner's work which is used for Internal Verification.

**Assessment Record:** A document showing achievement for each unit by each Learner. Also ensures that the correct units have been delivered. Learner can see progress towards achieving the overall qualification grade.



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## Appendix 2 : Internal Verification Process



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### APPENDIX 3 : Internal Verification of Assignment Brief

The Internal Verifier should confirm that:

Requirement	
All fields on the 'Assignment and IV Front Sheet' relating to programme, unit, assignment and Lecturer are filled in correctly including information on whether the assessment is for the whole or part of a unit	
All criteria being assessed are listed on the 'Assignment and IV Front Sheet'	
Learning Outcomes and assessment criteria match with the unit specification	
Assessment criteria are actually addressed by tasks	
Each task shows which criteria is being addressed and the marks allotted per task	
Evidence the Learner needs to provide is clearly stated in the tasks	
Evidence which is appropriate and sufficient is likely to be generated	
Activities / tasks are set at the appropriate level	
The amount of work asked of Learners justifies the level required	
The Learner's role and tasks are vocationally relevant and appropriate to the level of the qualification	
The completion time period is of appropriate duration	
Suitable vocational language is used	
The set-up of the assignment brief is accessible to all (see Note 2 below)	
Question numbers and sections are correctly reference	
Where witness statements are required, these should be clearly stated, requesting an observation record sheet and photographic evidence of the task carried out	
The scenario provided is comprehensible and helps the Learner relate to the tasks	
Tasks are clear enough for the Learner to be able to understand what is required of him / her	
Tasks are requiring not more than what is being asked in the assessment criteria	
A task is assessing the whole criteria or the words 'part of' are being used appropriately	
The tasks and evidence will allow the Learner to address the targeted criteria	
Tasks are written in clear and intelligible language	
The Assessor has taken into account coverage of the unit content and assessment guidance	
The assessment reflects the breadth and depth of knowledge and understanding identified in the content equal opportunities are incorporated	
The rubric / marking scheme / model answer will help the assessor distinguish between the level of quality of the work submitted	
If suggested, the word count is realistic	
All relevant assessment criteria for the unit(s) are covered by the assignment(s)	

**Note1:** If any of the above criteria is / are not satisfied, the Assignment Brief should be returned to the respective Assessor for rectification.

#### Note 2: Accessibility

**Font:** Size / Type – minimum font size of 12pt should be used; A sans-serif type face such as Verdana, Calibri or Arial; Avoid underlining and use of italics. It is better to use bold to format documents; Ensure documents are left aligned, not fully justified.

**Spacing:** Minimum 1.15.

**Content:** Ensure no information is conveyed by the use of colour alone but use bold too. This will mean that those with colour blindness can also identify the important items; When using abbreviations and acronyms write these in full on the first occasion they are used; Make sure charts / / tables / / images have meaningful labels and follow the principles above. Try and make sentences as short and simple as possible, avoiding long paragraphs and blocks of text without simplifying the text.

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#### APPENDIX 4 : Internal Verification of Sample (Assessment Decisions)

The Internal Verifier should confirm that that:

Requirement	Check
All fields on the front Cover Sheet relating to programme, unit, assignment and Lecturer are filled incorrectly	
The assessment instrument (Assignment Brief) has been approved by the same verifier	
All scripts have been signed by the Assessor	
The tasks are being assessed using the appropriate rubric / marking scheme / model answer	
The Assessor has commented on the performance of each Learner	
The Assessor has suggested how the Learner can sustain or improve performance	
All achieved criteria are clearly marked on the Assignment Brief and IV Front Sheet	
All non-achieved criteria are clearly marked on the Assignment and IV Front Sheet and / or in the submitted script	
The evidence is sufficient to warrant the assessment decision	
The feedback from Assessor to the Learner is accurate and linked to the assessment criteria	

**Note 1:** If any of the above criteria is / are not satisfied, the sample should be returned to the respective Assessor for rectification.

**Note 2:** Remember, the Internal Verifier is reviewing the Assessor's work, not the Learner's. The focus of the Internal Verifier's judgment and feedback is the Assessor.