



# The Hinckley SCHOOL

## **BTEC** **Internal Verification Policy** **for Level 3 Qualifications**

<b>Date of Last Review:</b>	<b>September 2025</b>
<b>Reviewed by:</b>	<b>A Pathan</b>
<b>Frequency of Review:</b>	<b>Annually</b>
<b>Date of Next Review:</b>	<b>September 2026</b>

Internal Verification is defined as “a mandatory system to confirm the Quality Assurance of all aspects of courses including planning, preparation, delivery, assessment, documentation and certification.” It is a cyclical review of all processes from course development to certification, which is meant to ensure consistency and standardisation in delivery and assessment throughout the school in order to promote a continuous improvement approach to quality. This is important as the rigor of our processes is closely scrutinised by the Awarding Bodies to approve our suitability to deliver and certificate programmes. The purpose of internal verification is to enhance and maintain the quality and reliability of the assessment process and to ensure that the requirements of the Awarding Bodies are met in terms of preparation, delivery, assignments, documentation and certification. The internal verification procedures reflect this purpose as well as fulfil Awarding Bodies requirements.

### Why do we do Internal Verification?

Internal verification is an essential part of programme delivery and assessment. It ensures that internally assessed units:

- Have appropriate assessment opportunities.
- Are assessed accurately to national standards.

Internal verification is a process undertaken to check that:

- Assessment and grading is consistent across the programme
- Assessment assignment briefs are fit for purpose - i.e. they enable the student to produce evidence which meets the targeted assessment criteria
- Assessment decisions accurately judge student evidence against the assessment criteria and feedback given meets the required standards.
- It is intended to be a supportive process and should encourage assignment writers, assessors and Internal Verifiers to develop good practice.

### Aim

1. To ensure there is an accredited Lead Internal Verifier in each principal subject area at Level 3.
2. To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
3. To ensure that the Internal Verification procedure is open, fair and free from bias
4. To ensure that there is accurate and detailed recording of Internal Verification decisions.

To do this, THS will ensure:

- A Lead Internal Verifier appropriate for each Level 3 BTEC programme is appointed, registered with Pearsons and has undergone the necessary standardisation processes.
- Each Lead Internal Verifier is equipped to oversee effective Internal Verification systems in their subject area.
- All staff are briefed and trained in the requirements for current Internal Verification procedures.
- Effective Internal Verification roles are defined, maintained and supported.
- Internal Verification is promoted as a developmental process between staff.
- Standardised Internal Verification documentation is provided and used.
- All centre assessment instruments are verified as fit for purpose.
- An annual Internal Verification schedule, linked to assessment plans is in place.
- An appropriately structured sample of assessment from all programmes, units and Assessors is Internally Verified, to ensure centre programmes conform to national standards.
- Secure records of all Internal Verification activity are maintained.
- The outcome of Internal Verification is used to enhance future assessment practice.

### Roles and Responsibilities

The Head of Centre is formally responsible for the management and delivery of BTECs at your school, college or training provider. Their main responsibility is to ensure that our centre acts in accordance with Pearson's conditions of approval, regulations and any other terms and conditions or policies.

Other senior leaders will often work with the Quality Nominee to ensure that all quality assurance processes are conducted efficiently. They may be required to support putting actions in place in response to reports on quality assurance.

### **Quality Nominee (QN)**

The Quality Nominee is the point of contact at our centre for quality assurance. They are responsible for ensuring effective management of the BTEC programmes and actively promoting good practice within our centre.

As QNs are involved in monitoring and supporting the programme teams, the QN usually has responsibility for the BTEC curriculum at the centre.

The QN contact details are kept up-to-date on Edexcel Online.

### **QN Quality Management Review responsibilities**

The QN will be the main point of contact for the Centre Quality Reviewer at Pearson's. They will agree the agenda of the visit, negotiating when this will take place and which practitioners need to be involved, and complete the Centre Engagement Document.

Following the visit, they will manage the resolution of any Essential Actions and Recommendations.

### **QN Standards Verification Responsibilities**

The QN will be the initial point of contact for the Standards Verifier and will work with other centre staff to ensure that Standards Verification can take place.

### **Exams Officer**

The Exams Officer is the point of contact for administration at our centre. They are responsible for ensuring learners are registered on time and correctly. The Exams Officer will determine who has access to what on Edexcel Online the online administration system.

### **Lead Internal Verifier (Lead IV)**

The Lead Internal Verifier (Lead IV) acts as a single point of accountability for the quality assurance across a Principal Subject Area. This means that they're responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.

There is no requirement to register a Lead IV on Edexcel Online from 2024 onwards.

### **Lead IV Quality Management Review Responsibilities**

At the request of the Quality Nominee, Lead IV may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

### Lead IV Standards Verification Responsibilities

The Lead IV ensures that all assessment and verification records are available for scrutiny by Pearson with learner work, which they'll need to confirm is authentic and valid. They are also responsible for authorising resubmissions fairly and consistently.

### Internal Verifiers (IV)

Internal Verifiers are responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions.

Anyone involved in the delivery and assessment of the programme can be an IV, but cannot internally verify their own assessment.

### IV Quality Management Review Responsibilities

At the request of the Quality Nominee, IVs may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how centre systems and procedures are understood and implemented at programme level
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

### IV Standards Verification responsibilities

Internal Verifiers need to ensure that all assessment plans, assignments and assessment decisions have been internally verified and that assessors take appropriate action based on their feedback.

### Assessors

Assessors are responsible for teaching and assessing learners against the learning aims and assessment criteria of the course specification.

### Assessor Quality Management Review Responsibilities

At the request of the Quality Nominee, Assessors may be required to attend the Quality Management Review practitioners' meeting to provide:

- verbal evidence of how centre systems and procedures are understood and implemented at programme level.
- evidence of programme management of BTECs in their subject area (e.g. programme files, live quality assurance documentation).

### Assessor Standards Verification Responsibilities

The Assessor must ensure that all assignments are marked according to the assessment criteria and all assessment decisions and records are available for scrutiny by Pearson with learner work, which they'll need to confirm is authentic and valid.

### Three Stages of Internal Verification at Level 3

#### STAGE 1 – Internal verification of assignment briefs

Assignment briefs are internally verified before being issued to students. If any issues are identified by the Internal Verifier, they should be addressed by the Assessor prior to issue. This ensures the brief is fit for purpose and that:

- The tasks and evidence will allow the student to address the targeted criteria.
- It is written in clear and accessible language.
- The student's role and tasks are vocationally relevant and appropriate to the level of the qualification.
- Equal opportunities are incorporated.
- Has accurate unit details.
- Has accurate programme details.
- Has clear deadlines for assessment.

- Shows all relevant assessment criteria for the unit(s) covered in the assignment.
- Indicates relevant assessment criteria targeted against each task.
- Clearly states what evidence the student needs to provide.
- Is likely to generate evidence which is appropriate and sufficient.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.

Giving feedback to the Assessor - The outcome of internal verification is recorded on the form as this forms an audit trail that is signed and dated by the Assessor and Internal Verifier. The feedback section on the form should be used to provide advice and guidance. A rigorous Internal Verifier gives pointers on both what can be done to improve the assessment process and areas of good practice. If action is identified by the Internal Verifier, the Assessor should complete this and return it to the Internal Verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the students.

## STAGE 2 - Internal verification of assessment decisions

Assessment decisions are internally verified after submission in line with the assessment plan for each subject. This improves the quality of assessment and avoids disadvantaging the students. If any inaccuracies are identified by the Internal Verifier, these can be corrected by the Assessor. If any issues are identified by the Internal Verifier, these are checked and fixed across the whole cohort, not just those students who have been sampled. A selection of students will be identified across the cohort and identified on the tracking system. There is no prescribed sample size but a well-constructed sample should consider the following and use a risk-based approach:

- the full range of assessment decisions made: pass, merit, distinction criteria, and not yet achieved, should all be included in the sample if possible.
- the experience of the Assessor: new or inexperienced Assessors should have more work internally verified than an experienced Assessor.
- new BTEC programmes: when a unit/component or programme is first introduced, the sample should be increased.
- the size of the group of learners.
- known issues with internal verification or standards verification identified previously.

When we plan the academic year, internal verification of assessment decisions are also planned into their Assessment Plan. An internal verification schedule is drawn up, covering every unit, assignment and Assessor, with proposed dates. Timing for internal verification of assessment decisions to take place will follow once the formal assessment of student work has taken place. Assessment decision on assignment tasks in relation to the assessment criteria of each unit is the definitive assessment and recording of the student's achievement. Therefore, this is the point when formal internal verification of assessment decisions takes place.

Giving feedback to the Assessor-The outcome of internal verification is recorded on the form. This is an audit trail and should be signed and dated by the Assessor and Internal Verifier. The Internal Verifier should give advice on what can be done to improve the assessment process. If action is identified by the Internal Verifier, the Assessor must complete this and return it to the Internal Verifier for sign off when the Internal Verifier is satisfied that the work has been assessed accurately.

## STAGE 3 - The aim of the internal verification sample is:

- To ensure consistent and reliable assessment and Internal Verification decisions.
- To investigate all cases of alleged plagiarism based on degree of similarity in order to make recommendations.
- To monitor the quality of marking and highlight problems regarding feedback through internal verification.

During the course of the programme, sampling covers the following as a minimum:

- Every Assessor
- Every unit
- Work from every assignment.

The following Pearson documents may be helpful for staff when reading or using the policy & procedures.

BTEC Centre Guide to Internal Verification  
BTEC Centre Guide to Standards Verification  
Assessment & verification tools/ templates  
BTEC Centre Guide for Lead Internal Verifiers

This Policy will be annually updated by the QN.