

## Internal Verification Policy 2025–2026

### 1. Policy Aim

This policy ensures a robust and consistent **Internal Verification (IV)** process for all internally assessed units by ensuring the Academy:

- Appoints an **accredited Lead Internal Verifier (LIV)** for each BTEC programme area.
- Trains and assigns **Internal Verifiers (IVs)** to each unit.
- Uses **fit-for-purpose assignment briefs** that are IV-checked to generate evidence meeting learning outcomes and grading criteria.
- Delivers assessment that is **valid, accurate, sufficient, current, and reliable** in line with BTEC standards.
- Confirms that learners' work is **authentic** and free from misconduct.
- Judges learner evidence consistently against assignment criteria and **national standards**.
- Operates IV procedures that are **open, fair, and free from bias**.
- Maintains accurate, detailed records of IV decisions and actions.
- Ensures **consistency of assessment and grading** across the programme.
- Contributes to a clear **audit trail** of learner achievement.
- Provides feedback that informs **centre quality improvement**.

### 2. Purpose and Scope

To achieve the aims above, the centre will:

- Appoint/register a **Lead Internal Verifier** (where required by the qualification) for each subject area and complete required **Pearson standardisation** activities.
- Ensure the LIV oversees effective IV systems within their subject area.
- Identify, brief, and train **Internal Verifiers** and **Assessors** appropriately.
- Brief all relevant staff on current IV procedures and requirements.
- Create and maintain a clear **Assessment Plan** and **Internal Verification Plan** (updated as needed).
- Provide and use **standardised IV documentation** centre-wide.
- Verify all centre assignment briefs as **fit for purpose** to allow access up to Distinction.
- Operate a structured **sampling strategy** across all programmes, considering assessor experience and risk.
- Ensure IV/LIV confirm grades align with **national standards**.
- Maintain **secure records** of all IV activity.
- Use IV outcomes to enhance future assessment practice.

#### **2.1 Coverage**

This policy applies to all **BTEC qualifications** from Entry Level to Level 7, including NQF programmes.

#### **2.2 Centre-wide Recognition and Consistency**

- Establish a recognised team of IVs with **regular standardisation**.
- Ensure all IVs have **consistent training**.
- Publish IV processes and timelines so they are understood by all delivery staff.
- Standardise **Pearson IV forms** across the centre.
- Build **IV schedules** to ensure timely implementation.
- Treat standardisation meetings as pivotal **staff development**.
- Allocate appropriate **time** for IV activities.
- Monitor IV processes via the **LIV, Programme Leads, and Quality Nominee**.

## 2.3 Quality Improvement

The IV policy underpins a **rigorous quality improvement** approach.

## 3. Policy Statements

### 3.1 Standardisation

- When a unit/assignment is delivered by more than one assessor, **standardisation** must occur **before** formal assessment and IV.
- The process involves jointly reviewing samples of learner work against **assessment criteria** and **Pearson guidance** to reach a shared standard.
- After agreement, assessors conduct individual assessments; IV follows.
- Pearson standardisation materials (via OSCA/online) should be used; LIVs must share these with IVs/Assessors.
- Standardisation is also a **staff development** tool.

### 3.2 Internal Verification (Definition)

A centre **quality assurance** process that confirms:

- Assignment briefs are **fit for purpose**; and
- Assessment decisions are **accurate** against BTEC **assessment/grading criteria** and **national standards**.

### 3.3 Standards Verification (External)

**Standards Verification (SV)** checks centre assignments, assessment decisions, and IV processes against BTEC standards and may require actions/resampling.

### 3.4 Retaining Documents

- **IV documentation** and **assessment tracking** must be stored for a **minimum of three years** after certification.
- **Learner work** must be retained for **12 weeks** after certification.
- Records must be securely stored (paper or electronic) for audit, appeals, and certification checks.

### 3.5 IV of Assignment Briefs

**Resources:** Unit specification, assignment brief, IV of assignment brief form.

The IV must confirm the brief:

- Has accurate **unit/programme details** and **clear deadlines**.
- Maps **all relevant criteria** and targets criteria appropriately per task.
- States **exact evidence** required from learners.
- Is likely to generate **appropriate and sufficient** evidence at the correct level.
- Has an **appropriate timeframe** and uses suitable **vocational language** and **presentation format**.
- Is updated if re-used (dates, deadlines, cohort appropriateness).
- Is **reviewed regularly** for improvements based on delivery experience.
- Pearson **Authorised Assignment Briefs (AAB)** must still be IV-checked for centre dates/deadlines using the centre's IV form.

### 3.6 Feedback to the Assessor (Briefs)

- IVs provide **clear, SMART** actions (Specific, Measurable, Agreed, Realistic, Time-bound) on the IV form.

- Assessors must complete actions and return for **IV sign-off before** issue to learners.
- Good practice should be noted and shared.

### 3.7 Timing (Briefs)

- Assignment briefs must be fully IV-checked and actions closed **before distribution** to learners.

## 4. Internal Verification of Assessment Decisions

**Resources:** Unit specification; assignment brief; learner identification; assessed work with assessment record; IV of Assessment Decisions form.

### 4.1 Sampling

Across the programme, the IV sample must, as a minimum, cover:

- **Every assessor, every unit, every assignment, and every site** (if multi-site).
- Not all learners must be IV-sampled, but the **range of decisions** (Pass/Merit/Distinction/NYA) should be represented where possible.
- Increase sampling where risk indicates (e.g., **new assessors, new units, large cohorts**, clusters of **high grades**, or previously identified issues).

### 4.2 IV Plan

At course/unit start, produce an **IV plan** indicating sample size and rationale based on:

- Prior **SV feedback**; assessor experience; unit delivery history; delivery changes.
- Ongoing indicators: grade profiles, learner feedback, staff changes, **QMR**/Pearson training feedback, and external stakeholder input (e.g., Ofsted).

### 4.3 IV Process (Decisions)

IVs will review assessor judgements against:

- **Learning aims, unit content, assessment criteria**, and Pearson **assessment guidance**.
- Sufficiency/appropriateness of evidence; authenticity declarations; and **feedback quality** (linked to criteria).
- Coverage of essential content to enable achievement of the criteria (note: not all content must be directly assessed, but delivery must enable achievement).

#### Timing:

- IV takes place **after formal assessment** and **before results/feedback are released** to learners.
- Target **turnaround within 5 working days**.
- Assessor corrects any inaccuracies **before** releasing outcomes.
- Where issues are systemic, apply corrections **across the cohort**.
- **Resubmissions:** if first-submission decisions were sound, **resubmission evidence** does **not** require additional IV by default.

## 5. Roles and Responsibilities

### Learners

- Are informed about assessment, tracking, deadlines, and authenticity requirements.
- Submit authentic work and sign **declarations of authenticity**.
- Receive assessment decisions and adhere to deadlines and procedures.

### Programme Team

- Manages programme delivery/assessment to cover all units and criteria; identifies **staff development** needs.
- Creates and follows the **Assessment Plan** and timescales.
- Designs/adapts assessment instruments and plans assessment activities.
- Maintains external links (employers/industry) to support vocational relevance.
- Produces programme handbooks and keeps documentation current (paper/electronic).
- Delivers assessments to national standards, provides feedback, ensures authenticity, and **tracks progress**.
- Completes standardisation training and any actions required by IV.
- Oversees authorised **resubmissions**.

### Internal Verifier (IV)

- Checks assessment quality for **consistency, validity, fairness, and reliability**.
- Confirms decisions meet **national standards**.
- Carries out IV sampling per the **IV plan**, providing feedback/actions to assessors.
- Arranges **standardisation** across teams.
- Ensures own assessment decisions are sampled if also assessing.

### Lead Internal Verifier (LIV)

- Oversees BTEC quality standards and compliance.
- Registers/accesses Pearson standardisation materials; facilitates team completion.
- Approves/signs the **Assessment Plan**.
- Provides feedback to Programme Team and Pearson; identifies training needs.
- Authorises **valid resubmissions**.
- Ensures effective systems for **recording learner work/achievement**.
- Maintains the **programme file**; participates in **appeals** stages.
- Liaises with **Quality Nominee** and **Standards Verifiers**; ensures own decisions are sampled where applicable.

### Standards Verifier (SV) – Pearson

- Arranges **sampling** with the LIV.
- Samples to check consistency/accuracy of centre assessment and the effectiveness of IV.
- Confirms authentication and criteria decisions; provides **reports and actions** (including re-sampling if required).

### Quality Nominee

- Manages centre-wide BTEC quality and promotes good practice.
- Main contact for Pearson and initial **SV** contact.
- Ensures LIVs complete standardisation; updates Pearson on staff/programme changes.
- Leads **Quality Management Review (QMR)** annually.
- Confirms programme approvals/registrations and monitors review dates.
- Ensures IV is **planned from the start** and occurs throughout the year.
- Briefs programme teams on QA processes (LIV registration, QMR, SV).

## 6. Procedures

## 6.1 Assignments

- Design with a **practical vocational focus** and clear mapping to unit criteria.
- Use varied assessment methods suited to the task/outcomes.
- Publish a **schedule of assignments**; all briefs must be **IV-checked** for dates, deadlines, and appropriateness **before issue**.

## 6.2 Assessment Plan

Prepared at the start of each academic year and approved by the **LIV**, including:

- Named **Assessors** and **IVs**.
- Issue and submission dates.
- **Assessment** deadlines, **IV** timelines, and **resubmission** windows.

## 6.3 Assessment & Tracking

- Maintain a secure **audit trail** (assessment decisions, IV documentation, learner work, unit achievement).
- Track progress against **national standards** and unit criteria.
- Keep records **up to date and secure** (paper/electronic) to support IV, SV sampling, audits, appeals, and continuity.

## 6.4 Annotation

- Learner work annotations **signpost** evidence; they **do not** in themselves confirm achievement.
- Assessors/IVs/SVs use annotations to locate evidence supporting criteria.

## 6.5 Feedback to Learners

- During teaching/learning, assessors use professional judgement to give **formative feedback** consistent with Pearson rules.
- After submission and assessment, record decisions and provide **criteria-linked feedback** indicating achieved/not achieved with reasons—**without** giving targeted directions on how to achieve higher grades post-submission.

## 6.6 Submission of Evidence

- **One submission** per assignment (unless valid resubmission authorised).
- Assessors record results and confirm **authenticity**; evidence must target the criteria.
- Learners sign a **declaration of authenticity** with each submission.

## 6.7 Resubmission of Evidence

Authorised **only by the LIV** if all conditions are met:

- Original (or extended) deadline met;
- Assessor judges improvement is possible **without further guidance**;
- Evidence is authenticated with signed/dated learner declaration.

### Administration:

- Record on the **Assessment Record**;
- Set a new deadline within **15 working days** (term time, same academic year);
- Include resubmitted work in **SV sampling** where required.

## 6.8 Standards Verification

- Applies to all BTEC programmes with internally assessed units.
- The centre will complete agreed **actions/re-sampling** to avoid certification blocks.
- Include evidence of **resubmissions**/retakes in sampling as required.

### 6.9 Appeals and Malpractice

- Clear procedures allow learners to **appeal** assessment decisions.
- Staff and learners are briefed on **malpractice** (plagiarism, collusion, fabrication, falsifying grades, fraudulent certification, inappropriate AI use, etc.).
- Appeals are documented and retained for **18 months** after resolution.
- Following centre procedures, learners may ultimately appeal to **Pearson**.

### 6.10 Certificate Claims

- Claims must be **accurate** and based on **audited records**.
- Only made with written authorisation of the **Head of Academics** and submitted by the **Exams Officer** before Pearson deadlines.

### 6.11 Retention of Learner Work & Records

- Keep original learner work for **12 weeks** after certification.
- Retain assessment records, feedback sheets, and IV documentation for **minimum three years** post-certification.
- Store securely for **audit, appeals, and verification** (paper/electronic).

### 6.12 Monitoring & Review

- The effectiveness of this policy and its procedures will be **reviewed annually**; improvements will be implemented as required.