



West Exe School

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**BTEC ASSESSMENT AND INTERNAL
VERIFICATION
POLICY & PROCEDURES 2025-2026**

1. Aims and Objectives of the policy

West Exe school is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way learners' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

Aims:

1. To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
2. To ensure that the assessment procedure is open, fair and free from bias and to national standards
3. To ensure that there is accurate and detailed recording of assessment decisions

Objectives

- a) To assess learners' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental coordination as appropriate to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

To do this West Exe School will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure assessment practices meet current BTEC assessment requirements and guidance

- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for Malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination/moderation as required by Pearson, to meet published deadlines
- Monitor standards verification/external examination/moderation reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Term and Conditions of Approval.
- Have all learner evidence available for review when requested, in line with Pearson Terms and Conditions of Approval.

2. Range and scope of the policy.

The range of the policy covers all BTEC and ELFS courses offered at West Exe School.

- BTEC Level 1 Entry and Introductory Suite (from 2016)
- BTEC Level 1/2 Tech Awards

3. Assessment

Internal Assessment is defined as the process where staff make judgements on evidence produced by students against required criteria for the BTEC qualification.

All school devised assessment materials must be internally and/or externally verified before being issued to students.

- Completed learner assignments will be assessed internally, be subject to internal verification and external moderation by the awarding body.
- Learners must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
- The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that judgement of evidence is valid and reliable.
- Learners will be given a deadline for each assignment. Only one submission is allowed for each assignment (unless the LIV authorises a re-submission). The Assessor is expected to formally record the assessment result and confirm the

achievement of specific assessment criteria. Once the assessor has marked the learner work, the assessment decisions are internally verified according to the procedure outlined further in this document (see Section 4).

e) All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked will be taken by the Quality Nominee in accordance with the policy on Coursework. If a student does not meet the hand in deadline they are not entitled to a resubmission.

3.1 The Assessment Plan

The assessment plan should include:

- Your assessment and internal verification team for your programme
- Coverage of all the criteria against which you will be assessing your learners
- Assignment hand-out and hand-in dates
- Dates for submission
- Dates for internal verification
- Dates for opportunities for resubmission

Assessment plans may change and will need to be flexible to meet the evolving needs of the teachers and learners.

Programme leads are responsible for checking the *rules of combination* for their programme (guidance on p.6 of BTEC Guide to internal assessment).

For additional guidance on assessment plans please refer to: '**BTEC Centre Guide to Internal Assessment 2025/26**' available on schools BTEC Teams channel

3.2 Assignment Briefs

All assessments will need to be internally verified before they are given out to learners.

Resources needed

- the unit/component specification
- the assignment brief/s
- internal verification of assignment brief form.

The **Internal Verifier** should check that the assignment brief:

- has accurate unit/component and programme details
- has clear deadlines and an appropriate timeframe for assessment
- has a suitable vocational scenario or context
- shows all relevant assessment criteria for the unit/component(s) covered in the assignment
- indicates relevant assessment criteria targeted by the assignment

- clearly states what evidence the learner needs to provide
- is likely to generate evidence which is appropriate and sufficient

If a teacher plans to re-use an assignment from the previous academic year, they should check that the assessment dates are updated, and that the assignment is appropriate for the new cohort of learners. They will need to review assignments annually, prior to use, to ensure they remain fit for purpose and to make any improvements based on experience of delivering and assessing them. This includes the completion of an internal verification record on an annual basis. Instances of plagiarism and malpractice can be reduced when the assessment format is changed annually.

Teachers may choose to use the Pearson Online Assignment Checking Service.

For additional guidance on assessment plans please refer to: '**BTEC Centre Guide to Internal Verification 2025/26**' available on schools BTEC Teams channel.

4. Submission, resubmission and feedback

For each assignment task the learner must submit the following:

1. An assignment which consists of evidence towards the targeted assessment criteria
2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently
3. Appropriate referencing

5. Assessment and Grading

5.1 Assessing unit content

Professional judgement will always be required but the following principles apply to all BTEC programmes:

- It is not a requirement that all the content is assessed unless specifically directed by the assessment criteria and associated assessment guidance in the unit specification
- Assessors are expected to deliver (i.e. 'teach') the unit content fully. You must cover all the elements of content, apart from anything preceded by 'e.g.' which is merely an example of what you may choose to cover.
- A learner is not required to provide evidence for all the unit content but is required to provide sufficient evidence to address the assessment & grading criteria to successfully achieve the unit.

5.2 Submission of Evidence

Only one submission is allowed for each assignment. The Assessor is expected to formally record the assessment result and confirm the achievement of specific assessment criteria.

Each learner should submit:

- evidence towards the targeted assessment criteria
- a signed and dated declaration of authenticity with each assignment which confirms they have produced the evidence themselves. The declaration can be on the assessment record or a separate learner authenticity declaration or an electronic platform or by incorporating a learner declaration into an Assignment Brief front sheet.

The assessor should then:

- formally record and confirm the achievement of specific assessment criteria
- complete a confirmation that the evidence they have assessed is authentic and is the learner's own work to the best of their knowledge

Before your learners start an assessment, the teacher should:

- be confident they are sufficiently prepared to undertake assessment
- encourage them to aim at "getting it right" on first submission so they are not relying on a repeat submission or retake where applicable

6. Authentication of Assessed Work

The learner must complete a signed and dated declaration of authenticity for each assignment, which confirms they have produced the evidence themselves. This is compulsory.

Electronic signatures are permitted on all assessment documentation if there is an audit trail to support its authenticity. This could include either:

- an email from the learner/Assessor with the record attached to show that it has been sent from them
- a system log to show that the learner/Assessor has submitted the record
- a dated comment on the asses.

7. Feedback

During teaching sessions teachers use their professional judgement about the quality and nature of feedback. Feedback can include:

- Identifying area for progression, including Stretch and Challenge
- Explain what learners need to do to achieve a pass, merit or distinction

- Give feedback on how to improve their knowledge and skills
- Predicted grades can be given to learners

Once the learner begins work for the assessment, the teacher can:

- Give guidance on how to approach the requirements
- Give confirmation of what the assignment brief requires
- Give guidance on appropriate behaviour

Once the learner begins work for the assessment, the teacher must not:

- Provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- Confirm achievement of specific assessment criteria until the assessment stage

The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan, against each assessment criteria. This is the formal opportunity for the assessor to give feedback to support learner progression.

The assessor should give feedback on which criteria the learner has achieved, and not achieved, giving clear reasons the learner can learn and progress.

Avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

Feedback Stages

Teaching and Learning

During teaching and learning, you are using your best professional judgement about the nature, quantity or level of feedback.

Your feedback could include, for example:

Identify areas for learner progression, including stretch and challenge.

Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction.

Set "dry run" or "mock" tasks and scenarios to help learners understand what level they have reached and prepare for assessment.

Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

During Assessment

While learners are working on an assessment, you can continue to give general feedback and support, particularly around the development of knowledge, understanding and skills.

Your feedback could include, for example:

Guidance on how to approach the knowledge and skills requirements.

Guidance on appropriate behaviour and approach, confirmation of deadlines etc.

Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires.

Following Assessment

On the assessment record, you should give clear feedback on:

The criteria the learner achieved (explaining the assessor's decisions)

- The criteria not achieved (and why) although you should not provide a list of instructions on how to get a higher grade.

Your feedback could include, for example:

Which assessment criteria the learner has achieved and what the learner has done well.

Which assessment criteria the learner has not achieved and what was missing generically.

Information or guidance available to the learner they could have drawn on (e.g. class notes; handouts; resources in assignment brief)

General behaviour and conduct, approach, grammar etc.

All relevant documentation is provided in the teacher's handbook.

For additional advice on giving appropriate feedback please refer to: '**BTEC Centre Guide to Internal Assessment 2025/26**' available on schools BTEC Teams channel.

Resubmission

The Lead IV may authorise one opportunity for the learner to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

1. The learner has met the initial deadline set in the assignment, or has met an agreed deadline extension.
2. The assessor judges that the student will be able to provide improved evidence without further guidance

3. The original work has been authenticated by both the learner and the teacher

If any of the above three conditions are not met the Lead IV must not authorise a resubmission

If the Lead IV authorises a resubmission it must be:

1. Recorded on the assessment feedback form
2. Completed within 15 working days* of the student receiving the results of the assessment
3. Undertaken by the learner without any further guidance.
4. The learner and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work

A full paper trail of all learner work from submissions and re-takes must be kept by the assessor, as this needs to be made available for standards verification.

All learners are made aware of this during their induction.

** 15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period.*

Retakes:

Retakes are available for the following qualifications:

- Tech Awards

Retakes are not available on the following qualifications:

- 2012 BTEC Firsts and Nationals

If a learner has met all of the conditions listed above in the opportunity for resubmission, but has still not achieved the targeted pass criteria following the resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria.

The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
- The assessor must agree and record a clear deadline before the learner starts a retake.
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions.

The assessor cannot award a merit or distinction grade for a retake. The learner will not be allowed any further resubmissions or retakes.

Standards Verifiers will require you to include evidence of any retakes in sampling.

Assessment Evidence

Before starting an assessment the assessor must ensure that each learner understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The learners must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.

Assessment:

- Can take many forms: written-formal essays, evaluations, notebooks; records; studio logs; timesheets; plans; tutor observation and witness statements; photographic/digital
- Can be practical work within the specialist area of qualification
- Should be timed carefully to reduce overload

Course leaders and teachers should use a range of assessment strategies as this can enhance learning; improve knowledge of the grading criteria and of how to progress to higher-grade achievement.

You can use different assessment methods with different learners – they do not all have to provide evidence in the same way. You could set them a task and give them a choice for example, of either presenting a written report or delivering a presentation or just have a one-to-one discussion etc. It is important that every learner is aware of the assessment process.

If group work is used, teachers must be aware of the requirement that assessment is done at individual learner level. The use of Witness Statements, Tutor Observation sheets (see below) or other paperwork that records achievement at criterion level against the activity that is being observed is strongly recommended. Checklists prepared against unit grading criteria are one way of doing this.

Observation records and Witness Statements

Observation record

An observation record is used to provide a formal record of an assessor's observation of learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria. Please note: observation record is a source of evidence and does not confer an assessment decision. The record will:

- Relate directly to the evidence requirements in the unit specification;

- Provide primary evidence of performance to support subsequent assessment decisions;
- Is sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

Observation records should:

- Be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CD's, photographs, handouts, preparation notes, cue cards, diary record or log book and/or peer assessments records, etc.
- Be completed by the assessor who must have direct knowledge of the specification
- Record the assessor's comments
- Also include the learner's comments
- Be signed and dated by the assessor and the learner
- Be included in the learner's portfolio, along with relevant supporting evidence, when submitted for assessment.

Witness statement

A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation. The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- The witness is provided with clear guidance on the desirable characteristics required for successful performance;
- The evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor);
- The learner or witness also provides a statement of the context within which the evidence is set.

Please note: A witness statement is a source of evidence and does not confer an assessment decision.

The assessor must:

- Consider all the information in the witness statement;

- Note the relevant professional skills of the witness to make a judgement of performance;
- Review supporting evidence when making an assessment decision;
- Review the statement with the learner to enable a greater degree of confidence in the evidence;
- Be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- It may be helpful to collect specimen signatures.
- All witness testimonies should be signed and dated by the witness;
- Information of their job role/relationship with the learner should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of the unit.

Deadlines

Deadlines for assessment are an important part of these vocational qualifications. Learners must be encouraged to develop good habits that will stand them in good stead in the future.

Setting and meeting deadlines for assessment is an essential part of BTEC delivery. Learners should be assessed fairly and consistently and learners should not be advantaged by having additional time to complete assignments.

However, once evidence is accepted for assessment, learners cannot be penalised for work late unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria for the units can be used for assessment decisions.

The Lead IV can only authorise a resubmission if the agreed deadline date has been met by the student.

There is assessment procedure for a learner to formally apply for an extension (see below) if they have genuine reasons for not meeting a deadline, such as illness. If an extension is granted, the new deadline should be adhered to and recorded. This should be covered with learners in their induction at the start of the programme.

If a learner is not able to use an extension opportunity then it may be appropriate to request *special consideration*. (Please liaise with our Exams Officer).

Recording and Tracking

- Teachers must keep records of learners and their assessed work. Teachers use the BTEC tracker sheet to monitor grades awarded by the teacher and The IV schedule and sampling sheet shows where learner work has been Internally verified.

All records of student's grades at data drops are kept on SIMS assessment. This allows all relevant teachers to access it.

- Teacher records must be monitored and sampled by the Lead IV and Programme Manager. Tracking learner progress, recording what each learner has achieved per criteria and what still has to be done on a unit by unit basis, helps to ensure full coverage of the units and provide opportunities for grading. It also helps enable internal verification and to provide samples for Standards Verifiers and other external audits as required.
- Learner assessments and verification records must be stored securely by the Programme Manager until all the final grades have been submitted (on the teachers shared drive); certification has been received by the school and handed out to the learners. In the event of an appeal against a grade then the evidence of assessments should be kept until the appeal has been concluded
- Learner grades must be kept in a secure location for three years after certification
- All work should be kept for 12 weeks after certification

Predicted grades and on-going progress reporting

Predicted grades are a useful indicator of expected achievement – but its important learners understand that they are just an indicator rather than a confirmation of final achievement. They do not count as formal assessment nor confirmation of achievement. The assessment rules help to reinforce this by making a clear separation between:

- the feedback given during teaching and learning (which could include predicting grades and on-going progress reporting) and
- support supervision and feedback during and following assessment.

Teachers will be asked for predicted grades during the cycles and these will be recorded on Bromcom as predicted grades.

Once a learner has started to receive results from their assessments, they will have concrete information on how well they are achieving and how that achievement translates into a grade. This means that BTEC teachers, assessors, internal verifiers and learners can all be clear about how they are achieving and progressing during the programme or course, and this information can also:

- inform predicted grades

- help identify and focus on areas for stretch and progression

Weaknesses in assessment

Where there is an identified weakness in the assessment process the following will happen:

- Programme Manager's/Lead Internal Verifier's will initially offer support and guidance. This will include setting actions as per Pearson-Edexcel/school documentation and making sure the actions are followed up.
- If necessary the Quality Nominee and senior staff will become part of the support and guidance process.

Extensions and extenuating circumstances

Extensions

Extensions for individual items for coursework may be requested before the submission date on the grounds that illness or an accident or a personal crisis or factors outside the student's control have adversely affected or will adversely affect the time available for completion of the assignment.

- Extension requests must be recorded.
- Extension requests can only be agreed and signed by the tutor/programme leader

Please note that once evidence is accepted for assessment, students are not to be penalised purely for submitting work late, unless this is explicitly included in the Merit or Distinction assessment criteria and/or the associated assessment guidance. Only the assessment criteria for the units can be used for assessment decisions.

If a student is not able to use an extension opportunity, then it may be appropriate to request special considerations. For further details please refer to the

Supplementary guidance for reasonable adjustments and special consideration.

<https://qualifications.pearson.com/en/support/support-topics/understanding-our-qualifications/policies-for-centres-learners-and-employees.html>

Extenuating Circumstances

Acceptable evidence of extenuating circumstances would include originals of:

- Medical Certificate (Medical certificates are not always accepted. To be accepted, the medical certificate must be specific about the nature of the illness and the dates affected and confirm that this is the doctor's own diagnosis. It is not sufficient for the doctor to write a letter stating that the student saw him/her and "said" that they were or had been suffering from stress etc. Self-certification are not acceptable).
- Letter from solicitor, summons to attend court, eviction notice.

- Death certificate (i.e. of a close relative)
- Letter from a transport official confirming serious unforeseen disruption to transport

Role of the Assessor

The role of the Assessor is to:

- a) Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- b) Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- c) Encourage students by giving detailed feedback and guidance on how to improve work,
- d) Set deadlines for coursework and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- e) Mark and return drafts within two weeks of submission.
- f) Adhere to the Awarding Body's specification in the assessment of student assignments.
- g) Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- h) Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- i) Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner.

Retention of learner evidence and assessment records

Original learner evidence must be kept current, safe and secure for 12 weeks after learners have been certificated. Due to the nature of the evidence produced for Art & Design practical work, this can be good quality photos or videos rather than the original evidence. Following learner certification, assessment records (feedback sheets) and the associated internal verification documentation must be kept for a minimum of three years.

This will require:

- storing all assessment records securely and safely relating to both internally and externally set assessments. This may be electronic. It is essential records are securely kept for a Pearson audit if required and in case of learner appeals or certification issues, for example
- maintaining records of learner achievements that are up to date, regularly reviewed and tracked accurately against national standards having all current learner evidence available for verification purposes. Once learners have received their BTEC certificates, students may have their work returned to them 12 weeks after the certification date.
- retaining records of assessment decisions at criterion and unit level for centre and awarding body scrutiny for a minimum of three years following certification.

Authentication of Candidate's Assessed Work

The learner must complete a signed and dated declaration of authenticity for each assignment, which confirms they have produced the evidence themselves. ***This is compulsory***

- a) On each assignment students must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- b) If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the QN (Chris Davies) and Deputy Headteacher (Curriculum and Standards) – Laura Jacobs, who must proceed in accordance with the School's malpractice policy.

Learner Misconduct

Misconduct covers a range of offences, which can be collectively described as cheating. The following is not an exhaustive list and the School reserves the right to include any other type of cheating under the terms of this policy.

- a) *Plagiarism*: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books
- b) Copying the work of other students with or without their permission and knowingly, allowing another student to copy one's own work.
- c) Colluding with other students to produce work, which is then submitted individually, except where this is specifically required/allowed by the assessment criteria.

d) Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes

e) Submitting work done by another learner as your own

Where misconduct by learner's is suspected then staff should follow the schools 'Malpractice and Plagiarism Policy' available on BTEC Teams Channel.

Artificial Intelligence (AI) use in assessment

While the potential for student artificial intelligence (AI) misuse is new, most of the ways to prevent its misuse and mitigate the associated risks are not; centres will already have established measures in place to ensure that students are aware of the importance of submitting their own independent work for assessment and for identifying potential malpractice.

In accordance with section 5.3(k) of the JCQ General Regulations for Approved Centres, all work submitted for qualification assessments must be the students' own.

- Students who misuse artificial intelligence (AI) such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations and may attract severe sanctions.
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded.

Where teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

Conflict of interest

Assessment staff may encounter a potential conflict of interest in their work.

<http://qualifications.pearson.com/en/support/Services/myBTEC.html>

Examples of these may include:

- a close relation, spouse or partner within the centre who is either a learner or another member of staff
- a close relation, spouse or partner acting as a Standards Verifier or other external quality assurance role.

Individuals should be forthcoming in disclosing any activity that might represent a conflict of interest. A formal up to date log of potential and actual conflicts of interest should be kept with the Exams Officer and be made available upon request for review if required. This should include any actions taken to minimise risks.

Late starters:

Programme leads /LIV's can create a separate assessment plan if these students are following different dates and show where assessment will take place for these students.

4. Internal Verification

What is Internal Verification?

Internal Verification (IV) is a system of quality checks made by someone in the centre to ensure that assignments have been written correctly and that assessment decisions are accurate.

It is a recorded discussion between two professionals to ensure accuracy, fairness, consistency and quality of assessment. It does not involve the learner.

The Lead IV will produce an IV schedule as part of the annual assessment plan, and will keep a record of which learner work has been sampled, and in which units. The amount of work to be IV'd will be determined by the Lead IV – but this should be a minimum of 15 (from Jan 2026) pieces of work for each assignment. This should be made up wherever possible of a piece of work at all three levels of achievement (P, M & D) and one of the most common grade. It is recommended this number is increased for either new assessors to BTEC (> to 50% for the first assessed piece of work) or for programmes with large cohorts of students (>20). Different learners should be targeted for IV of assessment decisions across the units.

Each assessment is an opportunity for the internal verifier to check the assessment of different students. Internal verification should be within a maximum of 10 working days of the assessor's decision. The date for this must also be identified with the assessment plan. If the internal verifier questions the award of grades the process must be completed by the assessor before the work is given back to the student.

All assessors' assignment briefs must be verified **prior to release to learners**. Assessors cannot IV their own assignment briefs or assessed learner work. If an assignment brief is used again in a different year without alteration there is no need to IV the brief again, however if assignment briefs are amended/adapted then they must be IV'd prior to use by learners (assessment activities are only going to be effective if they are reviewed and renewed on a regular basis to check they meet the requirements of different learners).

WHY IS IT IMPORTANT?

Assessment is an important part of BTEC delivery because most BTEC assessment are written and developed by staff in the centre. It is essential that the assessment and verification of learner work is accurate, rigorous and in line with national standards promoted by the exam board.

Assessment decisions of internally assessed units are totally in the hands of centre staff. Internal verification checks that the standards set by the awarding body are being maintained.

Internal verification is a quality assurance approach used to monitor assessment practices and decisions. Good internal verification will ensure that:

- Assignment Briefs are fit for purpose
- Assessment decisions accurately match learner evidence to the unit assessment criteria and assessment guidance
- Assessors are standardised to enable consistent assessment and grading across the programme.

The internal verification schedule should be established before the programme commences and will be shown in the **assessment plan**. All assignments should be internally verified (after it is submitted, and not just at the end of the whole unit if there are multiple assignment briefs), and include student work from all assessors teaching the unit.

There is not a requirement that all learners are internally verified during the lifetime of a programme. All internal verification decisions will be recorded on either the **IV of assignment brief** sheets **or IV Assessment Decisions** Feedback sheets and tracked via the **IV Schedule Plan**

Students must be registered on a programme for any assessment to be valid.

- Programme leads should check sampling requirements and deadlines to make sure you will have standards verification samples ready for submission at the right time.

The window for standards verification runs from January and the deadline for samples to be shared with the SV is 15 May.

- The programme and assessment plan should make best use of synoptic units so that students can draw on their learning across the programme to develop the knowledge and skills required to achieve the very best they can.
- The plan should reflect the unit guidance in the specification

Full guidance on internal verification can be found in the *BTEC Centre Guide to Internal Verification* available on BTEC Teams channel

4.1: The Lead Internal Verifier

A Lead Internal Verifier (Lead IV) is the person designated by a centre to act as the point of sign-off for the assessment and internal verification of programmes

Internal verifiers are responsible for:

- a) Verifying assignment briefs prior to distribution to learners
- b) Verifying a sample of assessment decisions
- c) Developing the skills of assessors, especially those new to assessment.
- d) Maintaining the consistency of assessment decisions by holding standardisation meetings of assessors

The Lead IV should be:

- Someone with the authority to oversee assessment outcomes.
- Directly involved in the assessment and delivery of a programme, so that they understand the units.
- Able to coordinate across assessors and other internal verifiers.

The Lead IV should:

1. Register with Edexcel and confirm registration every year;
2. Complete the accreditation process: practice exercise and assessment exercise
3. Ensure there is an assessment and verification plan for the programme which is fit for purpose and meets Pearson- Edexcel requirements;
4. Sign off the plan and check that it is being followed at suitable points;
5. Undertake some internal verification and/or assessment for individual units;
6. Ensure that records of assessment and samples of learner work are being retained for use with standards verification if necessary

The Lead Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

Each course will have an identified Lead Internal Verifier (LIV) who is not otherwise involved in the assessing or setting of work which he or she is asked to verify.

Internal Verifiers may also be appointed who will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through regular BTEC meetings and an annual moderation of Internal Verifiers at which standards and processes are discussed to maximise consistency between courses.

The internal verifier should:

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria. They should request copies of all assignment briefs from assessors. Each assessment should be checked to ensure that it is of the appropriate quality and that tasks allow students opportunities to meet the criteria. Specifically, IV's should check that for the unit/programme:
 - All grading criteria are covered
 - Assignments are vocationally relevant
 - Assignments are presented in WES standard format
 - An appropriate range of assessment methods are used
 - There is a balance of assessment across the course and students are not being over-assessed.
 - Grading criteria are available to students.
- Complete the IV of Assignment Brief template and make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Make all IV evidence available to the SV
- Plan an annual internal verification schedule linked to assignment plans which ensures that:
 - All modules and their assessors are indicated
 - All students taking each unit are listed
 - The range of assessment methods are covered
 - Internal Verification is ongoing during each term.
- When selecting work for IV, the IV should aim to cover:
 - The range of work produced by students e.g. presentations, written assignments, practical work etc.
 - As many grades as possible
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria. Check the accuracy and consistency – verifiers will need to re-mark the student's work to check they agree with the assessment decision. IV's should look at assessment /grading criteria and identify within the work submitted where the evidence is found.
- Verify samples of work and ensure all students' work is scrutinised throughout the duration of the course. New or inexperienced assessors may be given additional support by the IV.

- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification process using a standard template. The Assessment of IV decisions form is available on the BTEC Teams channel and should be used when giving feedback to the assessor. Assessment decisions should be clearly stated and explained in follow up discussions.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the SV and records kept.

4.2: Internal Verification System

A good IV system will:

- Take place across all BTEC units and will ensure consistency of assessment across all assessors, sampling size will vary according to the circumstances e.g. assessments done by an inexperienced tutor may need to be sampled more;
- Be supported by regular meetings and reliable records of all activities;
- Have a sampling strategy, which is sufficient to assure the quality of assessment and have an annual timetable outlining who and what units are to be assessed;
- Have regular standardisation process days where tutors can get together and review each other's assessment decisions against the standards as a check for accuracy and consistency across courses. Course leaders MUST record these in course file;
- Meet the requirements of SV by providing accurate records of the IV process. (if applicable)

Resubmissions

Because every assignment contributes towards the final qualification grade, students may be eligible for *one resubmission* of evidence for each assignment submitted.

The lead internal verifier can only authorise a resubmission if all the following conditions are met:

- The student has met initial deadlines set in the assignment or has met an agreed deadline extension.
- The assessor judges that the student will be able to produce improved evidence without further guidance.
- Both the learner and the assessor have completed a declaration of authentication.

If a student has not met these conditions, the lead internal verifier must not authorise a resubmission.

If the lead internal verifier does authorise a resubmission, it must:

- be recorded on the assessment record.
- state a deadline for resubmission within 15 working days* of the student receiving** the results of the assessment.
- be undertaken by the student with no further guidance.

* 15 working days must be within term time, in the same academic year as the original submission and must not fall over a holiday period. If students are studying part time, this is the equivalent of 15 days of "study time" to ensure all students are treated fairly.

** Feedback must be received by student close to the assessment date. It is not permissible for assessors to retain the feedback until the following term, for example, just before a resubmission week or at the end of the year once the student's overall achievement for the qualification is known.

Retakes

The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment*

- The assessor must agree and record a clear deadline before the student starts a retake.
- The deadline must fall within the same academic year that the initial submission was made.
- On submission of the work, both the student and the assessor must also submit a signed and dated declaration of authentication.
- The student will not be allowed any further resubmissions or retake opportunities.

Whilst retakes do NOT need to be taken within a set time frame and can be completed at any time, they must still take place within the same academic year that the initial submission was made. It is also important to remember that a unit/task is not complete until all resubmissions and retakes are finalised.

Leaving a retake opportunity until the end of the academic year can impact your centre's ability to complete the standards verification activity

New Staff

Any new member of staff (not just NQT's) will need an induction programme to make sure they fully understand all the BTEC requirements of their role they must also review the West Exe school BTEC policies. This will normally be a Departmental responsibility but extra support will be offered by the the Quality Nominee – Chris Davies, if necessary.

The induction programme will include:

- Recommended 50% of assessed work sampled during the induction period (Programme Leader to oversee and decide how long the induction period needs to be – this will vary with the experience of staff).
- The pairing of new staff with experienced BTEC staff (buddy system)
- Programme Leader's / Lead Internal Verifier's will identify any areas to improve and offer the necessary support.

5. Standards Verification.

When a Principal Subject Area is going through standards verification the following will apply:

- The Quality Nominee will initially take the lead in liaising with Pearson/Edexcel SV.
- After the initial contact either the Quality Nominee or Programme Leader will liaise with the allocated SV re sample requested.
- If there is an unsuccessful outcome from the 1st sample there will be a 2nd sample.
- It is essential at this stage that the Programme Leader consults with the Quality Nominee to ensure that the second sample is checked thoroughly and that the advice given by the Standards Verifier is applied to this sample.
- If the second sample has an unsuccessful outcome the Regional Quality Manager will set up a remedial action plan.

Before the agreed sample date the standards verifier will need the following:

- A list of all completed mandatory units
- A list of anticipated learner grades
- A list of which learner work has been Internally verified

The Standards Verifier will then select a sample from the list and for the sample they will require:

- The assignment brief(s) for the whole unit with evidence of internal verification

For each learner sampled, a portfolio of work for the complete unit with, evidence of assessment and internal verification

- For graded qualifications, learner work at all grades.

6. It is the responsibility of the Exams Officer

- To facilitate the IV process
- To meet the deadlines for registering learners with the awarding body
- To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners
- To claim learners' certificates as soon as appropriate
- To claim unit certification when a learner has not been able to complete the full programme of study.

5. Access to Policy

- Copies of the policy will be available on the school website and the schools VLE.
- Student induction programmes and course handbooks will highlight key aspects of this policy.
- Training for assessors will be given as part of staff induction if necessary.

Staff may find the following documents helpful – they are available on the School's BTEC Toolkit.

'BTEC Centre Guide to Internal Assessment 2025/26'

'BTEC Centre Guide to Internal Verification 2025/26'

Signed:



Chris Davies
(Quality Nominee)

Date: September 2025

Signed:



Laura Jacobs
(Deputy Headteacher)

Review Date: September 2026