

Centre Guide to Internal Verification 2009-10

Centre Guidance

National Qualification Framework (NQF)
Level 2 and 3 BTEC Qualifications
(Including Short Courses Levels 1 - 3)

Contents

To use the hyperlink take the cursor over the identified page number and press 'ctrl' and left click on your mouse.

1	Good practice	1
2	Flowchart	5
3	Definition of terms	6
4	How to IV: A beginner's guide	7
5	IV schedule: Template and completed	9
6	IV forms: Templates and completed	12
7	Standardisation	18
8	IV and National Standards Sampling (UK centres only)	19
9	IV and Centre Risk Assessment (UK centres only)	20
10	IV Policy	21
11	IV checklist	22

1 Good practice

Internal verification

Internal verification is a process undertaken to ensure that:

- Assessment and grading is consistent across the programme.
- Assessment instruments (assignments) are fit for purpose - i.e. they enable the learner to produce evidence which meets the grading criteria.
- Assessment decisions accurately judge learner work (evidence) against the unit grading criteria.

The Internal verifier role

The internal verifier is a centre/team based role and it is a good idea to develop these skills across the team. The internal verifier checks the quality of assignments before distribution to learners and verifies the quality of the assessment decisions to ensure that they meet National standards. The internal verifier should have a good understanding of BTEC assessment requirements and ideally should have subject specific knowledge of the programme being verified. The internal verifier does not need to have formal a IV qualification for BTEC programmes.

Centres should have an internal verification schedule for each BTEC programme. Some centres have a lead internal verifier who manages the process. The Quality Nominee should monitor that IV is being carried out across the BTEC programmes.

The internal verifier should undertake the following tasks during the various stages of BTEC delivery:

Planning:

- Monitor that the IV schedule covers all units and all assessors on a programme.
- Advise on the interpretation of National standards.
- Co-ordinate assessment arrangements including multi-sites and consortia as appropriate.
- IV all assignment briefs before issue to learners.

Implementation:

- Ensure an effective system of recording learner achievement is in place.
- Advise on opportunities for evidence generation and collection.
- Keep records of the verification process for 3 years after certification.
- Liaise with external verifiers.

Assessment / Internal verification:

- Provide advice and support to assessors on a regular basis.
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- Use subject specialism to sample assessed work to verify assessors' judgements.
- Check the quality of assessment to ensure that it is consistent, fair and reliable.
- Ensure own assessment decisions are internally verified by another person.
- Give feedback to assessors and identify action to be taken where appropriate.

Follow up:

- Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.
- Take part in the formal stages of any appeal.
- Advise programme team on any training needs.
- Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel.

Standardisation:

- Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit.
- Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes.

Internal verification of assignment briefs

All centre devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring:

- The tasks and evidence will allow the learner to address the targeted criteria.
- It is written in a clear and accessible language.
- Learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification.
- Equal opportunities are incorporated.

Internal verification of the assignment briefs should be carried out ideally by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. A template is available on the Edexcel website. It is not mandatory, but it is strongly recommended that any internally devised form considers whether the assignment brief:

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

The outcome of Internal verification should be recorded on the form and 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 learners. The form should be signed and dated for audit purposes by the external verifier. Here is a link to the form: [Internal Verification - Assignment Briefs](#).

Internal verification of assessment decisions

A sample of assessed work in every unit and every assignment must be internally verified to check the accuracy of assessment.

As above, internal verification of assessment decisions is carried out ideally by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. Again, internal verification of assessed work should be recorded. If action is required, the assessor should complete this and return it to the internal verifier for sign off.

Internal verification of assessment decisions should not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment and not disadvantage learners.

A template is available on the Edexcel website. It is not mandatory, but it is strongly recommended that any internally devised form has an accurate record of programme, unit and assignment title, assessor and learner names, and includes the following questions:

- Which criteria has the assessor awarded?
- Do they match the criteria targeted by the assignment brief?
- Has the work been assessed accurately?
- Is there constructive feedback on assessment?
- Is feedback linked to relevant grading criteria?
- Are there identified opportunities for improving performance?

The outcome of Internal verification should be recorded on the form and if action is identified by the internal verifier, the assessor should complete this and return it to the internal verifier for sign off. The form should be signed and dated for audit purposes by the external verifier. Here is a link to the form: [Internal Verification - Assignment Briefs](#).

The Internal verification sample

During the course of the programme, every assessor, every unit and work from every assignment should be sampled. The sample should be constructed in a way that assures the entire assessment process rigorously. There is no algebraic formula to determine sample size but a well constructed sample should consider:

- The full range of assessment decisions made: work meeting distinction criteria, merit criteria, pass criteria, and no criteria, should all be included in the sample if possible.
- The experience of the assessor: new or inexperienced assessors should have more work IV'd than an experienced assessor.
- New BTEC programmes: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners.
- Issues identified at previous external verification or centre risk assessment may affect the sample size.

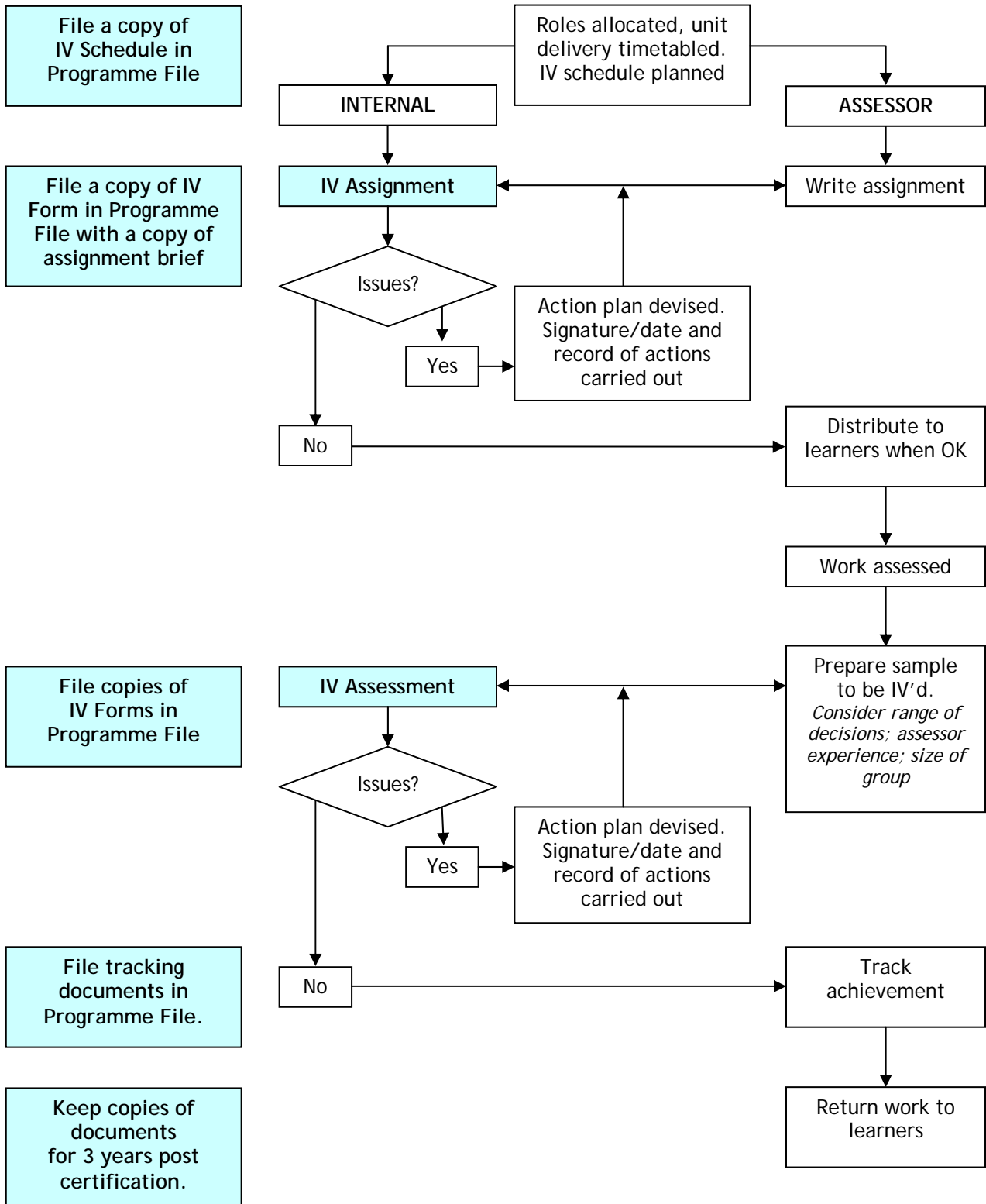
Please note that all assignment briefs should be internally verified before being distributed to learners.

Good practice

Internal Verification can be undertaken in a number of ways, but the following can be seen as examples of good practice:

- There is a recognised team of internal verifiers, who meet regularly to ensure standardisation of procedures.
- There is an internal verification policy which promotes a rigorous commitment to quality improvement.
- Internal verification processes are agreed and published so that they are clearly understood by all members of delivery teams.
- BTEC internal verification forms are standardised across the centre.
- Internal verification schedules are drawn up to ensure timely implementation.
- All assessors are involved in the internal verification role.
- A lead internal verifier is identified, who manages the process and provides support.
- Standardisation meetings are seen as pivotal staff development.
- The time required to carry out internal verification is recognised.

2 Flowchart



3 Definition of terms

Internal verification	<p>Quality check carried out in a centre. Looks at:</p> <ul style="list-style-type: none"> • every assignment brief - is it fit for purpose? • a sample of assessment decisions in each unit - are they accurate? Do they meet the national standard?
Internal verifier	<p>Carries out the quality checks above. Can't internally verify own assessed work. Does not need formal IV qualification for BTEC.</p>
IV schedule	<p>Plan drawn up by the centre to ensure all units and all assessors are touched by internal verification during the year. The following should be quality assured by IV:</p> <ul style="list-style-type: none"> • all programmes • all units • all assessors • all assignment briefs • sample of assessed work for each unit/assignment <p>Edexcel does not specify the size of the sample, but the centre should ensure the process is rigorous.</p>
Assessor	<p>Designs the unit assignment brief; supports learners to achieve the unit grading criteria; makes the final judgement of learner work and gives feedback on learner performance. Does not need formal assessor qualification.</p>
Assignment brief	<p>Tasks/activities which tell learners what to do to demonstrate skills/understanding/knowledge for each unit. Should be in a vocational setting, cross referenced to grading criteria, using appropriate language. Should be IV'd before issuing to learners.</p>
Assessment tracking (1)	<p>Unit level - kept by assessor to show individual grading criteria achieved. Learner can see progress in achieving the unit. Store safely for 3 years.</p>
Sample for IV	<p>The assessor submits the sample of assessed learner work according to the requirements of the IV schedule.</p>
Assessment tracking (2)	<p>Programme level - kept by IV or programme leader- a summative document showing final grade for each unit achieved by each learner. Also ensures that the correct units are being delivered. Learner can see progress towards achieving the overall qualification grade. Store safely for 3 years.</p>
Feedback sheet	<p>Feedback from the assessor, indicating level of achievement, cross referenced to grading criteria. 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.</p>

4 How to IV: A beginner's guide

Who should act as internal verifier?

The internal verifier cannot IV their own assignment briefs nor their own assessment decisions. It makes good sense for the internal verifier to be one of the assessors in a BTEC team. It is an excellent idea to develop the IV skills of the whole team over time, even new members of staff. This means the team has IV skills rather than being reliant on one person. Ideally, the internal verifier should have two areas of experience:

- Knowledge and understanding of the BTEC programme area or sector
- Experience of BTEC assessment requirements

Sometimes this is not possible if there is only one assessor delivering and assessing a BTEC programme. In this instance, somebody else needs to act as IV and the next best person would be either someone with sector experience OR someone with BTEC assessment knowledge but both will need support. A sector experienced person will need to learn about the BTEC assessment requirements; a BTEC practitioner will need support in understanding the sector being IV'd. It may be possible to outsource the IV function from a companion school/college which is delivering and assessing a BTEC from the same sector.

You do not need a formal IV qualification to IV on BTEC programmes and there isn't an IV qualification for BTECs. IV qualifications are required for NVQ programmes, as are assessor qualifications - A & V awards.

Planning

When the programme is being planned, internal verification should also be planned. An IV schedule should be drawn up, covering every unit, every assignment, and every assessor, with proposed dates. IV should be carried out in a timely way throughout the year. It should not be saved until the end of the year. Effective IV will guide and support assessors and feedback from the IV will aid their skills development.

Resources needed

- The unit specification outlining the unit content and grading criteria.
- The assignment brief.
- The IV form for assignment briefs: [Internal Verification - Assignment Briefs](#).
- The learners' work which has been assessed, if possible showing a range of achievement
- The IV form for assessment decisions: [Internal Verification - Assessment Decisions](#).

Timing

Assignment briefs - should be IV'd before being issued to learners. If any remedial action is identified by the IV, this should be carried out by the assessor before issue to learners.

Assessment decisions - should be IV'd soon after assessment, and, if possible, before work is handed back to learners. If any remedial action is identified by the IV, this should be carried out by the assessor before work is handed back to learners.

How to IV

Assignment brief

- Check the scenario and tasks against the unit content and grading criteria. The grading criteria should appear verbatim somewhere on the assignment brief - they should not have been changed.
- Do the tasks give the learners the opportunity to produce work which demonstrates skills, knowledge and understanding required by the grading criteria?
- The grading criteria are differentiated. Do the tasks reflect this? For example, Pass criteria may require learners to describe, list, perform a basic task safely with support/guidance, take part in an activity, or research; Merit criteria may require the learners to explain, comment on, compare, perform a task consistently with limited supervision, or justify; Distinction criteria may require the learners to evaluate, analyse, or perform a task imaginatively and independently. See the grading grid for the specific requirements for the unit you are IV'ing.
- Check the unit content, detailing what the learners have been taught. Do the tasks allow the learners to demonstrate the breadth and depth of what they have learnt?
- If the IV judges that the assignment brief is not fit for purpose, action should be identified to rectify this.
- The assessor should make necessary adjustments in the assignment brief which should be checked again, signed and dated by the IV.

Assessment decisions

Some assessment of learner work should have taken place. The IV reviews the assessor's judgements against the criteria and unit content.

- Check the learner work against the grading criteria and judge whether it has been assessed accurately. The grading criteria represent the national standard and all BTEC learners are measured against this standard.
- Check the coverage of the unit content to see if the assessor has considered this - does the assessment reflect the breadth and depth of knowledge and understanding identified in the content? The IV judges whether the evidence is sufficient to warrant the assessment decision.
- Check the feedback from assessor to learner - is it supportive and encouraging further achievement?
- The IV is judging the assessor, not the learner, and the focus of the IV's judgement and feedback is the assessor.
- If the IV judges that the work is inaccurately assessed, appropriate action should be identified on the IV form.
- The assessor should re-assess the learner work in the light of the IV comments and it should be checked again by the IV, signed and dated. It may be necessary for learners to do some additional work.

Giving feedback to the assessor

The IV should record their judgement and give feedback, rather than just ticking boxes. This indicates a thorough and rigorous IV process and this should be done on the IV forms, which should be signed and dated. A rigorous IV will give pointers on what can be done to improve the assessment process. If the assignment is fit for purpose and the assessment decisions are accurate, there could be recommendations on how the assessor can improve for next time. The IV forms are an audit trail of the process and the external verifier will want to see them.

5 IV schedule: Template and completed

IV should be planned so that it detects any assessment issues early on in the assessment cycle. It should not be end loaded as this might prohibit ongoing remedial work and development of assessors' skills and expertise. It is difficult to revisit assessor judgements towards the end of the year.

Remember - every unit, every assignment, every assessor and every site should be touched by the IV process.

5.b. INTERNAL VERIFICATION SCHEDULE (Completed)

Programme:	BTEC National Certificate Art & Design	Assessors:	Jack Frost, Harriet Wallace, Daphne Downs, George Akhtar, Germaine Phitt
Year:	yr 12 (1 st year)	Internal Verifiers:	Jack Frost, Daphne Downs, George Akhtar

Assessor	IV	Unit 1			Unit 2			Unit 3			Unit 4			Unit 5			Unit 6		
		Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
Hand in date:		3/3	28/3	12/4	20/9	1/10	1/11	14/9	5/11	5/1	8/11	1/12	9/12	5/1	22/1	2/2	7/4	1/5	15/5
Jack Frost	Daphne Downs	10/3	5/4	17/4				21/9	12/1 1	12/1									
Harriet Wallace	Jack Frost				27/9	8/10	8/11												
Daphne Downs	George Akhtar													12/1	29/1	9/2			
George Akhtar	Jack Frost				27/9	8/10	8/11				15/1 1	8/12	16/1 2				14/4	8/5	22/5
Germaine Phitt	Daphne Downs	10/3	5/4	17/4															

6 IV forms: Templates and completed

6.a. Internal verification - Assignment briefs

Award			
Unit			
Assessor			
INTERNAL VERIFIER CHECKLIST		Comments	
Are accurate programme details shown?	Y/N*		
Are accurate unit details shown?	Y/N*		
Are clear deadlines for assessment given?	Y/N*		
Is this assignment for whole or part of a unit?	W/P		
Are assessment criteria to be addressed listed?	Y/N*		
Does each task show which criteria are being addressed?	Y/N*		
Are these criteria actually addressed by the tasks?	Y/N*		
Is it clear what evidence the learner needs to generate?	Y/N*		
Are the activities appropriate?	Y/N*		
Is there a scenario or vocational context?	Y/N*		
Is the language and presentation appropriate?	Y/N*		
Is the timescale for the assignment appropriate?	Y/N*		
Overall is the assignment fit for purpose?	Y/N*		
* If "No" is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken			
Internal Verifier			
Signature		Date	

Action required:			
Action taken:			
Assessor			
Signature		Date	
Internal Verifier			
Signature		Date	

6.b. Internal verification - Assignment briefs (Completed)

Award	BTEC First Diploma/Certificate in Art and Design		
Unit	2 - Contextual References in Art & Design 8 - Working with Textile Briefs		
Assessor	Harriet Jones		
INTERNAL VERIFIER CHECKLIST		Comments	
Are accurate programme details shown?	Y	The cohort comprises FC and FD learners. The assignment brief heading mirrors this	
Are accurate unit details shown?	Y		
Are clear deadlines for assessment given?	N	The final hand in date is given, but as there are a number of tasks, it would be better to give interim review dates to keep learners on track	
Is this assignment for whole or part of a unit?	W/P	Whole	
Are assessment criteria to be addressed listed?	Y	On the feedback sheet but not mapped to tasks	
Does each task show which criteria are being addressed?	N	It would be clearer if criteria were mapped against each task so learners see what is targeted as they tackle each one.	
Are these criteria actually addressed by the tasks?	N	Tasks do allow for differentiation of learner achievement across grade boundaries, but because this isn't visibly demonstrated, it isn't clear to learners	
Is it clear what evidence the learner needs to generate?	Y	Could create a separate evidence box and checklist. Level 2 learners find this helps in tracking what they've done as they work through assignment	
Are the activities appropriate?	Y	Learners have practical tasks to apply their newly acquired skills	
Is there a scenario or vocational context?	Y	Live project with local library	
Is the language and presentation appropriate?	Y		
Is the timescale for the assignment appropriate?	Y		
Overall is the assignment fit for purpose?	Y		
* If "No" is recorded and the Internal Verifier recommends remedial action before the brief is issued, the Assessor and the Internal Verifier should confirm that the action has been undertaken			
Internal Verifier	Jack Frost		
Signature	Jack.Frost@centre.ac.uk	Date	3 rd Sept 09

Action required:	<ul style="list-style-type: none"> • Hand in dates for tasks and interim review dates would help learners progress through the assignment • The assessment criteria should be mapped against tasks. If the criteria were reproduced verbatim after each task, learners would be clearer about differentiated outcomes when they attempt each one. • A final evidence box would help learners in tackling some of the complex activities in the assignment. 		
Action taken:	<ul style="list-style-type: none"> • Task hand in dates and review dates now included • Tasks now have assessment criteria targeted against each one, reproduced word for word. Assessment grid is also now included with the brief. • 'What you must hand in' checklist is included at the end of the assignment which can be ticked off before handing in work. 		
Assessor	Harriet Jones		
Signature	Harriet.Jones@centre.ac.uk	Date	8 th Sept 09
Internal Verifier	Jack Frost		
Signature	Jack.Frost@centre.ac.uk	Date	10 th Sept 09

6.c. Internal verification - Assessment decisions

Award			Assessor	
Unit(s)				
Assignment title:				
Learner's name:				
Which criteria has the assessor awarded?	Pass	Merit	Distinction	
Do the criteria awarded match those targeted by the assignment brief?	Y/N*	Details		
Has the work been assessed accurately?	Y/N*	Details		
Is the feedback to the learner: <ul style="list-style-type: none"> • Constructive • Linked to relevant grading criteria • Identifying opportunities for improved performance 	Y/N*	Details		
Does the grading decision need amending?	Y/N*	Details		
Remedial action taken:				
Internal verifier name				
Internal verifier signature		Date		
Confirm action completed				
Assessor signature		Date		
Internal verifier signature		Date		

6.d. Internal verification - Assessment decisions (Completed)

Award	BTEC First Diploma in Art and Design		Assessor	Harriet Jones	
Unit(s)	2 - Contextual References in Art & Design 8 - Working with Textile Briefs				
Assignment title:	Mankind				
Learner's name:	Annie Kent				
Which criteria has the assessor awarded?	Pass Unit 2 - P1, P2 Unit 8 - P1, P2, P3		Merit Unit 2 - M1, M2		Distinction None
Do the criteria awarded match those targeted by the assignment brief?	Y	For both unit 2 and unit 8, the pass criteria awarded are targeted by the tasks completed. The merit criteria are attempted for unit 2 but not for unit 8.			
Has the work been assessed accurately?	N*	M1 and M2 for unit 2 are not achieved. There isn't sufficient detail nor depth in the work to warrant Merit achievement, although she has made a good attempt. Some encouragement to revisit these criteria would be useful.			
Is the feedback to the learner: <ul style="list-style-type: none"> • Constructive • Linked to relevant grading criteria • Identifying opportunities for improved performance 	Y	Annie has produced a great deal of work for the assignment, but much of it is repetitive and lacks the progression of ideas and technical application that on going review and evaluation could have produced. The assessor has identified this in tutorials but the work is not at Merit level and requires more originality rather than repeating much of what's been produced for the Pass criteria. There is advice to the learner that there will be further opportunities after half term to develop the Merit criteria for unit 8, and this must also cover unit 2.			
Does the grading decision need amending?	Y	M1 and M2 for unit 2 should be reviewed.			
Remedial action taken: Reassessment of the work has resulted in no Merit criteria being awarded. The learner has been given feedback that she needs to develop the artefacts and the accompanying folders to achieve Merit level.					
Internal verifier name	Jack Frost				
Internal verifier signature	Jack.Frost@centre.ac.uk	Date	15 th October 09		
Confirm action completed					
Assessor signature	Harriet.Jones@centre.ac.uk	Date	19 th October 09		
Internal verifier signature	Jack.Frost@centre.ac.uk	Date	19 th October 09		

7 Standardisation

Standardisation must be carried out when more than one assessor delivers and assesses the same unit and assignment(s). This should take place before any formal assessment has taken place and before IV. The function of standardisation is to fix the standard by discussing and mutually assessing a sample of learner work and reaching a consensus. Once agreement has been reached, the assessors can then assess individually the learner work they are responsible for. The IV process should then take place, sampling the two or more assessors.

Standardisation can also be used as a staff development tool. Again, a sample of work can be discussed and mutually assessed by a team of assessors and consensus reached, but this time the work can be taken from any BTEC unit which they may or may not be familiar with. A BTEC programme team of assessors could benefit from a standardisation meeting where they look at one or two units from their programme. In addition, a number of programme teams from different BTECs could benefit from standardising a unit from the range of programmes they represent. The quality and consistency of assessment can be developed through standardisation exercises which can be held at regular intervals.

Standardisation exercises, which could be led by the IV:

- Select a piece of assessed and internally verified learner work. Duplicate the unit and the work so everyone has a copy of it to assess. Then discuss the original assessor's decision and the IV judgement.
- Select some work where learner malpractice is suspected.
- Select some assessed work which the IV has returned to the assessor for action.
- Select a unit which has proved problematic in covering the unit content for both the assessor and the learners, or which has proved complex to assess.

Standardisation meetings - suggested checklist:

- The specification - is everyone using the correct version?
- Action arising from last meeting.
- Action arising from IV activity, EV reports, and for UK centres - CRA report.
- Unit content and unit grading criteria - discussion of difficulties in interpretation.
- Awarding body updates and handbooks.
- Standardisation exercise.
- Staff development needs.

8 IV and National Standards Sampling (UK centres only)

Internal verification (IV) is part of the National Standards Sampling (NSS) process. The external verifier (EV) reviews three aspects of assessment - assignment brief, assessment decisions and the IV process. The EV reviews and reports on the IV process, on its effectiveness and its rigour and may identify action points.

IV of assignment brief

- ALL assignment briefs should be IV'd before they are issued to learners, not just the assignment(s) that the EV looks at.
- An audit trail of the IV process should be provided for the EV at NSS, showing IV's name and signature, date prior to distribution to the learner and appropriate feedback to the assessor.
 1. A name, signature and date alone do not show rigour. There should also be 'Appropriate feedback to the assessor' showing that internal verification has been carried out carefully, with checks against the unit content and grading criteria.
 2. It is recommended that the IV does the same quality check as the EV, checking that there is accurate unit and programme details, there are deadlines and relevant grading criteria, it is likely to generate appropriate and sufficient evidence and so on. See the Edexcel IV template for assignment briefs for specific things to look at.
 3. If the IV finds that some of the things above are not in place, relevant action should be identified and action taken by the assessor. An audit trail should show this resolution.

IV of assessment decisions

- Half (50%) of the assessed work presented for NSS should be IV'd. The EV will check each piece of learner work for evidence of IV. Usually, 2 out of 4 assessment decisions should be IV'd. This increases if a bigger sample is required - 4 out of 8 or 6 out of 12.
- If the piece of work has been IV'd, the audit trail should show IV's signature, a date shortly after the learners' work was assessed and appropriate feedback to the assessor.

The EV will check the two dates - when the work was assessed and when it was IV'd. Again, signature and date are not enough - this does not show rigour. Appropriate feedback to the assessor shows that IV has been carried out thoroughly, making a judgement on whether the work is assessed accurately, with checks against the unit content and grading criteria.

The IV should look at the assessor's feedback to the learner. There should be constructive feedback, linked to the relevant grading criteria, and identified opportunities for the learner to improve performance.

- If the IV identifies inaccurate assessment, relevant action should be identified which is carried out by the assessor and an audit trail should make this visible, signed off by the IV.

IV Templates

The two IV forms on the Edexcel website are recommended:

- For IV Assignment Brief template, click [here](#).
- For IV Assessment Decisions template, click [here](#).

9 IV and Centre Risk Assessment (UK centres only)

IV is reviewed during Centre Risk Assessment (CRA). CRA identifies risks in delivering and assessing BTEC programmes and prescribes controls which should be in place. The consideration of IV is in the Managing Assessment section.

Poor verification is a risk as it can potentially lead to inaccurate assessment and certification blocks imposed by the external verifier at National Standards Sampling (NSS). IV is therefore an important risk control which quality assures the assessment process.

The CRA process investigates how IV is carried out in a centre, asking the following questions:

- Is IV effective, ensuring accurate assessment practice and outcomes and subsequent National Standards Sampling performance?
- Is the IV role clearly defined with appropriate responsibility to influence assessment practice and outcomes and support assessors?
- Is the IV role clearly understood by the assessment team?
- Are IV documents fit for purpose and used appropriately by the assessment team?
- Is there an audit trail of IV practice?
- Are assessment flaws identified at IV resolved by appropriate action and the assessment practice improved?
- Is an IV process in place, covering all sites, all assessors, all BTEC programmes, all BTEC units?
- Is the IV process evidenced by appropriate written policy and procedure?
- Are internal verifiers supported by the management process?

Risk assessors will expect to see evidence of the IV process and hear from staff that they are implementing it effectively. The following evidence would be appropriate:

- IV policy or statement.
- IV schedule.
- IV forms - templates and completed forms for both assignment briefs and assessed work.
- NSS reports where the EV has given feedback on IV.
- Minutes of meetings, where IV is monitored and reviewed.
- Evidence of development of staff's IV skills and expertise.
- Standardisation meetings to develop staff's assessment skills.
- Evidence of management support of the IV process and staff.

10 IV Policy

This is what an Internal Verification Policy might look like. You may use this as a starting point for your own policy by using those sections relevant to your centre. Customise and badge it for your centre. Specific procedures, based on your policy and relevant to your centre, should be developed.

The IV Policy can be used as evidence for CRA when looking at the risk area which looks at IV.

This centre
Internal Verification Policy

Aims:

- To ensure that Internal Verification (IV) is valid, reliable and covers all assessors and programme activity.
- To ensure that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and external verification requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current IV procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

This policy will be reviewed every *** months by ***

11 IV checklist

Internal verification has a central role in quality assurance of the BTEC programmes. Use this checklist to confirm that a rigorous IV process is in place, meeting all the requirements.

Checklist	Yes/No
All assessors are fully briefed on the BTEC assessment processes.	
There is a verification schedule drawn up annually, covering all assessors, all units, all assignments and all assessment locations.	
The verification schedule is monitored to ensure internal verification activity takes place as planned.	
Assessors must not internally verify their own work.	
Assignment briefs are presented for internal verification before use and any recommendations by the IV are actioned by the assessor.	
Assessment decisions are internally verified. The extent of the IV sample must be sufficient to ensure the security of the national standard.	
For NSS purposes half of the learner sample submitted must have been internally verified - for UK centres only.	
Cross-team/site internal verification and standardisation is organised where more than one assessment team is involved.	
All evidence re-submitted after further work by learners is assessed, using the relevant grading criteria, and internally verified.	
Appropriate feedback resulting from IV is given directly to all assessors	
IV and assessment records are stored in a secure place for 3 years after certification.	
All IV records are signed and dated, particularly when signing off completed actions.	

For more information on Edexcel and BTEC qualifications
please visit our website: www.edexcel.com

BTEC is a registered trademark of Edexcel Limited

Edexcel Limited. Registered in England and Wales No. 4496750
Registered Office: One90 High Holborn, London WC1V 7BH. VAT Reg No 780 0898 07