

# Centre Guide to Internal Verification

Centre Guide

BTEC Qualifications Entry, Level 2 and 3  
including Specialist Courses

---

# Introduction

---

This guide will help you to manage BTEC programmes, and to plan and implement internal verification. It is developed alongside two other useful guides, also available on the BTEC website:

[www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx).

- Centre Guide to Assessment
- Centre Guide to Managing Quality.

There is important information on Edexcel quality assurance processes in the following **BTEC Quality Assurance Handbook** which can be found on the BTEC website:

[www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx).

---

## In this section

---

To operate any hyperlink please press ctrl and take the cursor over the page number required and left click on your mouse.

|   |    |
|---|----|
| 1. The internal verifier                                    | 3  |
| 2. Flowchart  | 7  |
| 3. Definition of terms                                      | 8  |
| 4. The lead internal verifier                               | 10 |
| 5. Standardisation  | 11 |
| 6. Internal verification schedule: templates                | 12 |
| 7. Internal verification forms: templates                   | 15 |
| 8. Standards verification                                   | 21 |
| 9. Quality Review and Development and internal verification | 22 |
| 10. Internal verification checklist                         | 23 |



---

# 1. The internal verifier

---

## 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 based role and it is of benefit to develop these skills across the delivery team in each principal subject area. 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 a formal internal verification qualification for BTEC programmes. Internal verification documentary evidence should be stored for 3 years after certification. The internal verification process should be monitored in the centre, by the lead internal verifier (see section 4) and the quality nominee.

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

- assignment briefs
- assessment decisions.

## Who should act as an internal verifier?



The internal verifier cannot internally verify their own assignment briefs nor their own assessment decisions. It is expected that the internal verifier is one of the assessors in a BTEC team. It is an excellent idea to develop the internal verification skills of the whole team over time, including new members of staff. This means the team is skilled 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 internal verifier and the next best person would be either someone with subject expertise OR someone familiar with BTEC assessment requirements - but both will need support. A subject specialist will need to learn about the BTEC assessment requirements; a BTEC practitioner from another sector will need support in understanding the subject being internally verified. It may be possible to outsource the internal verification function from a companion school/college which is delivering and assessing a BTEC from the same sector.

You do not need a formal internal verification qualification to internally verify on BTEC programmes. Verification qualifications are required for NVQ programmes, as are assessor qualifications - Assessor & Verifier awards.

## Internal verification of assignment briefs

### Timing

Assignment briefs should be internally verified **before** being issued to learners. If any remedial action is

identified by the internal verifier, this should be carried out by the assessor prior to issue. This will ensure the brief is fit for purpose and that:

- the tasks and evidence will allow the learner to address the targeted criteria
- it is written in a clear and accessible language
- the learner's role and tasks are vocationally relevant and appropriate to the level of the qualification
- equal opportunities are incorporated.

## Planning

Assignment briefs are often written during the planning and preparation stage and consideration should be given to their internal verification before issue to learners at this time.

### Resources needed

- the unit specification outlining the unit content and grading criteria
- the assignment brief
- the internal verification form for assignment briefs.

A template is available on the Edexcel website, although use of this is not mandatory. We strongly recommend that any template that is used considers the points outlined below.

### Internally verifying assignment briefs

The internal verifier should check that the 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.

### Giving feedback to the assessor

The outcome of internal verification should be recorded on the form and this is an audit trail and should be signed and dated by assessor and internal verifier. Rather than just ticking boxes, the feedback section on the form should be used. A rigorous internal verifier will give pointers on what can be done to improve the assessment process. 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. Here is a link to the form:

<http://www.edexcel.com/quals/BTEC/Documents/2010-IV-assessment-decisions-assignment-brief.doc>.

## Internal verification of assessment decisions

---

### Timing

For internal verification of assessment decisions to take place, some assessment of learner work should have occurred. Assessment decisions should be internally verified soon after assessment, and not end loaded. This will improve the quality of assessment and not disadvantage the learners. Ideally, it should take place before work is handed back to learners. If any remedial action is identified by the internal verifier, this should be carried out by the assessor before work is handed back to learners.

### Planning

When the programme is being planned, internal verification of assessment decisions should also be planned. An internal verification schedule should be drawn up, covering every unit, every assignment, and every assessor, with proposed dates (see section 6). Internal verification should be carried out in a timely way throughout the year. It should not be saved until the end of the year. Effective internal verification will guide and support assessors and feedback from the internal verifier will aid their skills development.

## Resources needed

- the unit specification outlining the unit content and grading criteria
- the assignment brief
- the learners' work which has been assessed, if possible showing a range of achievement
- the internal verification form for assessment decisions.

A template is available on the Edexcel website, although use of this is not mandatory. We strongly recommend that any form which is used considers the points outlined below.

## Internally verifying the assessment decisions

The internal verifier should review the assessor's judgements against the criteria and unit content. They should:

- 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 taken this into account - does the assessment reflect the breadth and depth of knowledge and understanding identified in the content? The internal verifier should judge whether the evidence is sufficient to warrant the assessment decision
- Check the feedback from assessor to learner - is it supportive and encouraging further achievement and improvement?
- Is feedback linked to the grading criteria?
- The internal verifier is judging the assessor, not the learner, and the focus of the internal verifier's judgement and feedback is the assessor
- If the internal verifier judges that the work is inaccurately assessed, appropriate action should be identified on the internal verification form
- The assessor should re-assess the learner work in the light of the internal verifier's comments and it should be checked again by the internal verifier, signed and dated. It may be necessary for learners to do some additional work.

## Giving feedback to the assessor

The outcome of internal verification should be recorded on the form and this is an audit trail and should be signed and dated by assessor and internal verifier. Rather than just ticking boxes, the feedback section on the form should be used. A rigorous internal verifier will give pointers on what can be done to improve the assessment process. If action is identified by the internal verifier, the assessor should complete this and return it to the internal verifier for sign off. When the internal verifier is satisfied that the work has been assessed accurately, the work can be handed back to the learners. Here is a link to the form: <http://www.edexcel.com/quals/BTEC/Documents/2010-IV-assessment-decisions-assignment-brief.doc>.

## 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 internally verified 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:** there is a difference to sampling a group of 6 learners to sampling a group of 160 learners
- **issues with internal verification identified at previous external quality assurance or Quality Review and Development activity** may increase the sample size.

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

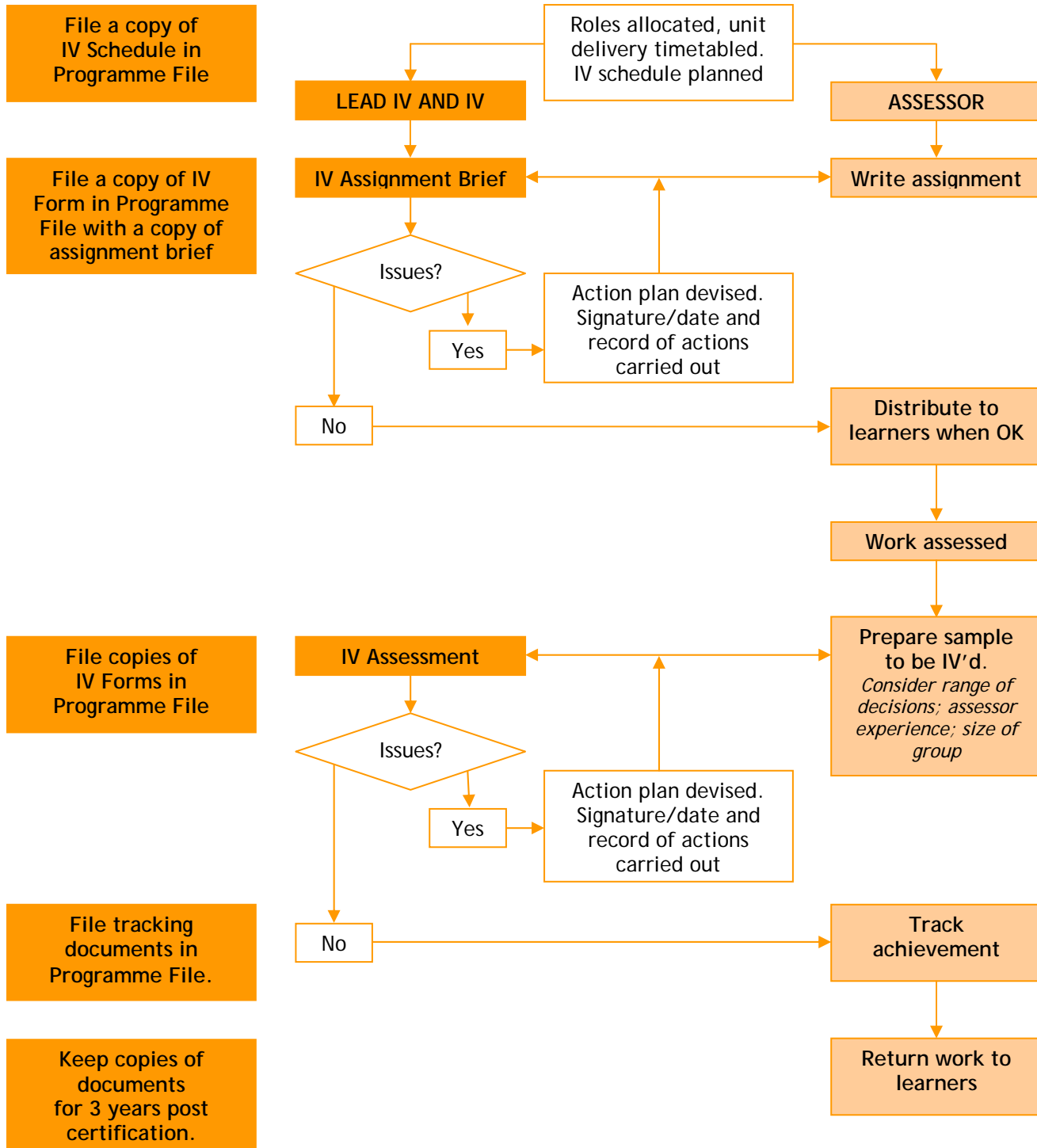
## Good practice

---

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 of the process
- all assessors are involved in the internal verification role
- standardisation meetings are seen as pivotal staff development
- the time required to carry out internal verification is acknowledged.

## 2. Flowchart



### 3. Definition of terms

|  |  |
|--|--|
| Internal Verification                                  | Quality check carried out in a centre. Looks at: <ul style="list-style-type: none"> <li>every assignment brief - is it fit for purpose?</li> <li>a sample of assessment decisions in each unit - are they accurate and do they meet the national standard?</li> </ul>  |
| Internal Verifier                                      | Carries out the quality checks above. Can't internally verify own assessed work. Does not need formal internal verifier qualification for BTEC.  |
| Lead Internal Verifier<br><i>QCF BTEC centres only</i> | Monitors and coordinates the internal verification process<br>Registers details and access standardisation exercises on Edexcel Online to use with the assessment team<br>Completes and submits standardisation exercise during live window to gain accredited status  |
| Internal Verification Schedule                         | 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 internal verification: <ul style="list-style-type: none"> <li>all programmes</li> <li>all units</li> <li>all assessors</li> <li>all assignment briefs</li> <li>sample of assessed work for each unit/assignment</li> </ul> Edexcel does not specify the size of the sample, but the centre should ensure the process is rigorous. |
| Assessor   | 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.   |
| Assignment Brief                                       | 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 internally verified before issue to learners.  |
| Assessment Tracking (1)                                | <b>Unit level</b> - kept by assessor to show individual grading criteria achieved. Learner can see progress in achieving the unit. Store safely for 3 years.   |
| Sample for internal verification                       | The assessor submits the sample of assessed learner work according to the requirements of the internal verification schedule.  |
| Assessment Tracking (2)                                | <b>Programme level</b> - kept by internal verifier 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.  |
| Feedback Sheet   | 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.   |

|   |   |
|---|---|
| <b>Standards Verification</b><br><i>QCF BTEC centres only</i>         | Edexcel quality check, triggered: <ul style="list-style-type: none"> <li>• if lead internal verifier does not successfully complete standardisation exercise</li> <li>• to confirm standards if lead internal verifier is successful and has accredited status</li> <li>• Confirms: <ul style="list-style-type: none"> <li>• assignment briefs - are they fit for purpose?</li> <li>• assessment decisions in a sample of units - are they accurate and meet the national standard?</li> <li>• Internal verification process - is it effective?</li> <li>• Other quality assurance processes where appropriate</li> </ul> </li> </ul> If standards verification takes place, it has to be successful to release certification |
| <b>Principle Subject Area (PSA)</b><br><i>QCF BTEC centres only</i>   | BTEC programmes from the same sector are organised by principal subject area, from Entry up to Level 3. Different pathways with common core units are in the same principal subject. Lead internal verifiers should be in place to cover the principal subject areas. Standards verifier, if allocated will sample units across the principle subject area from Entry up to Level 3.  |
| <b>Sample for Standards Verification</b><br><i>QCF centres only</i>   | Generally, the standards verifier requests: <ul style="list-style-type: none"> <li>• Units from each level - Entry through to L3</li> <li>• For each unit chosen, assignment brief(s) and completed and assessed unit work for 4 learners</li> <li>• The work sampled must be completed units, NOT work in progress</li> <li>• All the work sampled must be internally verified</li> </ul> <b>NB</b> There are variations depending on the number of learners registered.   |
| <b>Standards Verifier</b>   | Edexcel representative who is a sector specialist. Makes contact with the centre to organise the sample when appropriate and makes a judgement on the assessor's decisions. Will 'release' certification if the sample is accurately assessed and internal verification process is effective but will 'block' certification if assessment is inaccurate or internal verification is ineffective. <p>For UK centres - submits report on Edexcel Online. For international centres - submits form electronically.</p>   |
| <b>Standardisation</b>  | For QCF BTEC centres - Edexcel will provide standardisation materials for each level Entry to level 3 in a principal subject area. The lead internal verifier will access the materials to help standardise the assessors. <p>If more than one person teaches/assesses the same unit in a BTEC programme, standardisation of assessment to be carried out <b>before</b> assessment and internal verification.</p>   |
| <b>Quality Review and Development</b><br><i>QCF BTEC centres only</i> | Annual quality assurance visit covering QCF BTEC qualifications Entry to level 3 and NVQ. Scrutiny of internal verification process takes place, to ensure it is effective and monitored.   |

---

## 4. The lead internal verifier

---

### The lead internal verifier role

---

From September 2010, BTEC programmes will be accredited onto the Qualification and Credit Framework (QCF), and centres are required to identify a lead internal verifier in each principal subject area. It is not expected that the lead internal verifier will undertake all of the internal verification for a principal subject area. This person is required to coordinate the internal verification procedure in the subject area and will work with staff to ensure that they are assessing and internally verifying to the national standard. This person will need to achieve accredited status.

The quality nominee should monitor that lead internal verifiers are in place in principal subject areas and that they have embarked on the procedure to achieve accredited status.

Further details can be found in the Quality Assurance Handbook, which is published on the BTEC website here: [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx).

### Who should act as lead internal verifier?

---

The lead internal verifier is likely to be the programme leader or programme coordinator and should represent a principal subject area. One person can act as lead internal verifier for more than one principal subject area, but in this case they should register for each principal subject, take advantage of the standardisation materials available and undertake standardisation exercises in each principal subject during the live window. BTEC teams vary in size and the following guidance should help centres decide who should act in this role.

- if there are a number of people delivering and assessing across a principal subject area, the lead internal verifier should manage and coordinate the verification process. They could sample internal verification judgements from the team's internal verifier members.
- if there are two people delivering and assessing in a principal subject area, the lead internal verifier will be one of the two, and each will be involved in internally verifying each other's work, with the lead internal verifier having more of a programme coordinating role.
- if there is only one person delivering and assessing, it is recommended that this person acts as lead internal verifier. Obviously they cannot internally verify their own work, so arrangements need to be made to identify someone else to act as internal verifier – either someone with the sector knowledge, or someone with BTEC knowledge. Either way, as above in section 1.3, such people will need guidance. It is expected that the identified internal verifier will participate in the standardisation activity which the lead internal verifier accesses on Edexcel Online as this will be of great benefit.

---

## 5. Standardisation

---

When a unit and assignment is delivered and assessed by more than one person, standardisation must be carried out before any formal assessment has taken place and before internal verification. The function of standardisation is to agree the standard by discussing and mutually assessing a sample of learner work and reaching a consensus. Once agreement has been reached, the two or more assessors can then assess individually the learner work they are responsible for. The internal verification process should then take place and it is acceptable for the assessors to internally verify each other's assessment decisions.

Standardisation can also be used as a staff development tool. From September 2010 Edexcel will provide standardisation materials at each level for each principal subject area, accessible on Edexcel Online. Further details can be found in the Quality Assurance Handbook, which is published on the BTEC website here: [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx).

---

## 6. Internal verification schedule: templates

---

Internal verification 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 on-going 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 included in the internal verification process.





# 7. Internal verification forms: templates

## Internal verification - Assignment briefs

|  |      |                 |  |
|--|------|-----------------|--|
| <b>Award</b>   |      |                 |  |
| <b>Unit</b>  |      |                 |  |
| <b>Assessor</b>  |      |                 |  |
| <b>INTERNAL VERIFIER CHECKLIST</b>   |      | <b>Comments</b> |  |
| 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 Learning Outcomes and 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* |                 |  |
| <b>Overall is the assignment fit for purpose?</b>  | 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 |      |                 |  |
| <b>Internal Verifier</b>   |      | <b>Date</b>     |  |
| <b>Lead Internal Verifier</b>  |      | <b>Date</b>     |  |

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

## Internal verification - Assignment briefs (completed)

|  |   |  |                          |
|--|---|--|--------------------------|
| <b>Award</b>   | BTEC L3 Diploma in Art and Design (QCF)           |  |                          |
| <b>Unit</b>  | 3 Ideas and Concepts in Art & Design<br>What Now! |  |                          |
| <b>Assessor</b>  | Germaine Phitt                                    |  |                          |
| <b>INTERNAL VERIFIER CHECKLIST</b>   |   | <b>Comments</b>  |                          |
| Are accurate programme details shown?  | Y   | The cohort comprises Dip and Sub Dip 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 Learning Outcomes and 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. Learners find this helps in tracking what they've done as they work through assignments                |                          |
| 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 museum   |                          |
| Is the language and presentation appropriate?  | Y   |  |                          |
| Is the timescale for the assignment appropriate?   | Y   |  |                          |
| <b>Overall is the assignment fit for purpose?</b>  | 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 |   |  |                          |
| <b>Internal Verifier</b>   | Daphne Downs                                      | <b>Date</b>  | 3 <sup>rd</sup> Sept 10  |
| <b>Lead Internal Verifier</b>  | Jack Frost  | <b>Date</b>  | 12 <sup>th</sup> Sept 10 |

|                          |  |             |                          |
|--------------------------|--|-------------|--------------------------|
| <b>Action required:</b>  | <p>Hand in dates for tasks and interim review dates would help learners progress through the assignment</p> <p>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.</p> <p>A final evidence box would help learners in tackling some of the complex activities in the assignment.</p> |             |                          |
| <b>Action taken:</b>     | <p>Task hand in dates and review dates now included</p> <p>Tasks now have assessment criteria targeted against each one, reproduced word for word. Assessment grid is also now included with the brief.</p> <p>'What you must hand in' checklist is included at the end of the assignment which can be ticked off before handing in work.</p>  |             |                          |
| <b>Assessor</b>          | Germaine Phitt   |             |                          |
| <b>Signature</b>         | <a href="mailto:gphitt@centre.ac.uk">gphitt@centre.ac.uk</a>   | <b>Date</b> | 8 <sup>th</sup> Sept 10  |
| <b>Internal Verifier</b> | Daphne Downs   |             |                          |
| <b>Signature</b>         | <a href="mailto:d downs@centre.ac.uk">d downs@centre.ac.uk</a>   | <b>Date</b> | 10 <sup>th</sup> Sept 10 |

## Internal verification - Assessment decisions

|  |      |                 |             |
|--|------|-----------------|-------------|
| <b>Award</b>   |      | <b>Assessor</b> |             |
| <b>Unit(s)</b>   |      |                 |             |
| Assignment title:  |      |                 |             |
| Learner's name:  |      |                 |             |
| Learning Outcomes listed   |      |                 |             |
| 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:<br>Constructive<br>Linked to relevant grading criteria<br>Identifying opportunities for improved performance<br>Agrees actions | Y/N* | Details         |             |
| Does the grading decision need amending?   | Y/N* | Details         |             |
| Remedial action taken:   |      |                 |             |
|  |      |                 |             |
| <b>Internal Verifier</b>   |      | <b>Date</b>     |             |
| <b>Lead Internal Verifier</b>  |      | <b>Date</b>     |             |
| <b>Confirm Action completed</b>  |      |                 |             |
| <b>Assessor signature</b>  |      | <b>Date</b>     |             |
| <b>Internal Verifier signature</b>   |      | <b>Date</b>     |             |

## Internal verification - Assessment decisions (completed)

|   |                                      |   |                         |
|---|--------------------------------------|---|-------------------------|
| Award   | BTEC L3 Diploma Art & Design (QCF)   | Assessor  | Germaine Phitt          |
| Unit(s)   | 3 Ideas and Concepts in Art & Design |   |                         |
| Assignment title:   | What now!                            |   |                         |
| Learner's name:   | Annie Kent                           |   |                         |
| Learning Outcomes listed  | LO 1, 2, 3 & 4                       |   |                         |
| Which criteria has the assessor awarded?  | Pass<br>P1, P2, P3, P4               | Merit<br>M1 M2  | Distinction             |
| Do the criteria awarded match those targeted by the assignment brief?   | Y                                    | For this unit the pass criteria awarded are targeted by the tasks completed. The merit and distinction criteria are attempted but not demonstrated consistently.  |                         |
| Has the work been assessed accurately?  | N*                                   | M1 and M2 are not achieved. There isn't sufficient breadth and depth nor independence demonstrated to warrant higher achievement as apparent that the tutor gave much support to the learner. Some encouragement to work more independently would be useful.  |                         |
| Is the feedback to the learner:<br>Constructive<br>Linked to relevant grading criteria<br>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.<br>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.<br>There is advice to the learner that there will be further opportunities after half term to develop the M/D skills generally |                         |
| Does the grading decision need amending?  | Y                                    | M1 and M2 for should be reviewed.   |                         |
| <b>Remedial action taken:</b><br>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   | Daphne Downs                         | Date  | 14 <sup>th</sup> Dec 10 |
| Lead Internal Verifier  | Jack Frost                           | Date  | 18 <sup>th</sup> Dec 10 |
| Confirm Action completed  |                                      |   |                         |
| Assessor signature  | G Phitt                              | Date  | 20 <sup>th</sup> Dec 10 |
| Internal Verifier signature   | D Downs                              | Date  | 20 <sup>th</sup> Dec 10 |

---

## 8. Standards verification

---

The lead internal verifier should register for a principal subject area on Edexcel Online and undertake the standardisation procedure described in section 5.2 above. Successful completion of the live standardisation exercise at the highest level delivered in the centre will result in the member of staff achieving accredited lead internal verifier status.

This means that for the current year, plus 3 subsequent years, external quality assurance will not automatically take place every year and the centre can report results and claim certificates for learners in the programmes at all levels (Entry through to L3) in the principal subject area.

Edexcel will carry out confirmatory sampling of accredited lead internal verifiers through a process called standards verification. This will be arranged on a random basis, choosing some centres and some principal subject areas each year. The process will be carried out by standards verifiers, subject specialists who will be allocated and operate in a similar fashion to the external verifiers who have operated until now. The standards verifier will make contact with the centre's quality nominee in the first instance. The quality nominee will refer the standards verifier to the lead internal verifier to arrange for the sample to be collected and posted.

If the lead internal verifier is not successful when completing the standardisation exercise and therefore does not achieve accredited status, the principal subject area will undergo standards verification, and as above, the standards verifier will contact the centre to arrange a sample of work. When the centre sample has been verified, if the standards verifier judges that the assessment is accurate and that the internal verification is effective, this will endow the registered lead internal verifier with accredited status, for the current year plus 3.

If the lead internal verifier does not complete the standardisation exercise, a standards verifier will be allocated. If the judgement is that the assessment is accurate and the internal verification is effective, this will release certification for the year, but will not give the lead internal verifier accredited status.

Further details can be found in the Quality Assurance Handbook, which is published on the BTEC website here: [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx).

---

## 9. Quality Review and Development and internal verification

---

Quality Review and Development will take place annually and a centre quality reviewer will visit each centre every year, reviewing quality processes and procedures essential to the effective management and delivery of BTEC QCF programmes. An important part of the review process will focus on internal verification and the lead internal verifier procedure and this will be linked to the successful certification of learners.

Ineffective or inadequate internal verification processes could jeopardise national standards being met and the centre quality reviewer will make a judgement on the effectiveness of the internal verification process. This judgement will be linked to either the accredited lead internal verifier status and/or the outcome of standards verification. Certification of learners across all principal subject areas will be dependent on the successful outcome of these two aspects of quality assurance of BTEC provision.

Further details can be found in the Quality Assurance Handbook, which is published on the BTEC website here: [www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx](http://www.edexcel.com/quals/BTEC/quality/Pages/documents.aspx).

A centre quality reviewer will investigate how internal verification is carried out in a centre, asking the following questions:

- have lead internal verifiers been identified and registered for each principal subject area?
- have lead internal verifiers achieved or are they working towards accredited status?
- does the internal verification process meet Edexcel requirements?
- are lead internal verifiers clear about their role and the standardisation of the delivery team?
- is there a process for managing weaknesses in assessment identified in the internal verification process?
- is there an audit trail of assessment and verification which is effective in maintaining national standards?
- is there a procedure for replacing lead internal verifiers if required?
- is there an audit trail of successful learner achievement and certification?
- does the centre utilise the outcomes of standards verification and Quality Review and Development to improve its internal procedures?
- centre quality reviewers will expect to see evidence of the internal verification process and hear from staff that they are implementing it effectively. The following evidence would be appropriate:
  - Internal Verification Policy or statement
  - internal verification schedules showing internal verification planning in BTEC programmes
  - internal verification forms - templates and completed forms for both assignment briefs and assessed work
  - schedules showing lead internal verifiers and their progress with achieving accredited status
  - standards verification reports where appropriate, giving feedback on internal verification
  - minutes of meetings, where internal verification is monitored and reviewed
  - evidence of development of staff's internal verification skills and expertise
  - lead internal verifier standardisation meetings using Edexcel materials to develop staff's assessment skills
  - evidence of management support of the internal verification process and staff.

---

# 10. Internal verification checklist

---

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

| Checklist  | Yes/No |
|--|--------|
| All assessors are fully briefed on the BTEC assessment processes.  |        |
| In each principal subject, 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 do not internally verify their own work.   |        |
| Lead internal verifier in each principal subject is identified and registers details on Edexcel Online, accessing standardisation practice materials and completing the standardisation exercise during one of the three live windows. |        |
| Assignment briefs are presented for internal verification before use and any recommendations by the internal verifier are actioned by the assessor.  |        |
| Assessment decisions are internally verified. The extent of the internal verification sample must be sufficient to ensure the security of the national standard.   |        |
| For standards verification purposes <b>all</b> the learner sample submitted must have been internally verified.  |        |
| 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 internal verification is given directly to all assessors.  |        |
| Internal verification and assessment records are stored in a secure place for 3 years after certification.   |        |
| All internal verification 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](http://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