Salendine Nook High School (Academy)

BTEC
Internal Verification
(Non-Statutory)

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Aim

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

In order to do this, SNHS will ensure:

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

It's a requirement to identify a single Lead IV for each BTEC Principal Subject Area being delivered. This role acts as the point of accountability for the quality assurance and standards of these programmes. This means that where possible, the Lead IV should be involved in the assessment and delivery of the programme and have a good understanding of the units being assessed.

➤ There is a recognised team of internal verifiers, who meet (at least) termly to ensure standardisation of procedures.
➤ A risk-based approach is taken to planning internal verification.
➤ Internal verification procedures are agreed and published so that they are clearly understood by all members of staff delivering BTEC qualifications.
➤ The internal verification process is monitored at centre level by the quality nominee and for each subject area by the Lead Internal Verifier.

BTEC internal verification forms are standardised across the centre, with each subject using the Pearson templates.

- ➢ Internal verification schedules are drawn up to ensure timely implementation of the process.
- ➢ All experienced Assessors are involved in the internal verification role.
- ➢ Standardisation meetings are recognised as pivotal to staff development.
- ➢ The time required to carry out internal verification is acknowledged within school.

Retaining documents

Internal verification documentation, along with other BTEC assessment documentation must be stored securely for a **minimum of three years** after the date of certification, either physically or electronically. Learner work must be retained for a **minimum of 12 weeks** after the date of certification.

Certification

The date of certification is the date that certificates are received by your centre.

BTEC Documentation to Retain

- ➢ Assessment plans
- ➢ Assignment briefs
- ➢ Assessment records (learner feedback)
- ➢ Learner authentication records
- ➢ Internal verification records
- ➢ Assessment tracking of learner achievement

LIV registration

The Lead IV must Register via OSCA, accessed through Edexcel Online to confirm the Lead IV is still in role for the subject (usually) by the end of September.

Staff briefing / annual updating

The Lead IV must attend QA BTEC meetings each term lead by the quality nominee. Regular email communication (at least monthly) is also sent out by the QN providing updates.

Internal Verification of assignment briefs

All assignment briefs must be internally verified before issue to learners.
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 an assignment from the previous academic year is reused, the LIV must check that the assessment dates are updated, and that the assignment is appropriate for the new cohort of learners.

➢ Assignments must be reviewed annually, prior to use, to ensure they remain fit for purpose and to make any improvements based on the 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.

Giving feedback to the assessor

Internal Verifiers should use the general comments section on the form to provide advice and guidance to the Assessor **if appropriate**. Any actions identified must be detailed by the Internal Verifier in the actions required section. Internal Verifiers should make any actions clear, using SMART principles. Is SMART principles something specific? Does it need adding on?

If an action is identified by the Internal Verifier, the Assessor must complete this and return it to the Internal Verifier for sign off prior to an Assignment being issued to learners.

Timing

Assignment briefs must be internally verified, with any issues addressed, before being distributed to learners.

Assignments from other sources

There may be occasions where assignments may be used which have come either from published material or from other centres. These assignments still need to be internally verified to ensure that they match the specification that learners are being registered on, that the assignments are appropriate for learners and that teachers have the resources to deliver them.

Internal verification – sample of work

During the course of the programme, sampling from assessors must cover the following as a minimum:
➢ Every assessor
➢ Every unit / component
➢ Work from every component

There is no prescribed sample size but a well-constructed sample should consider the following and use a risk-based approach:

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

Standardisation

When a programme is delivered and assessed by more than one person, standardisation should be carried out before any formal assessment and internal verification has taken place. The aim of the standardisation process is to agree the standard of learner work by discussing and mutually assessing a sample of learner work as a team to reach consensus. This should be done with reference to the assessment criteria and assessment guidance provided by Pearson in the qualification specification.

Once agreement has been reached, the Assessors can then individually assess the work of their learners, after which internal verification will take place.

Standardisation can also be used as a staff development tool and should be repeated at different points in the year as a refresher, as well as at the start of the academic year, prior to assessment taking place.

OSCA accreditation / standardisation activities

Each LIV must access the annual standardisation training materials for each qualification suite delivered via OSCA and work through these with their centre team, keeping a record of this activity. They must confirm this activity has been completed via OSCA by final deadline of 16th October (usual).

Risk Factors

Lead Internal Verifiers must ensure that an appropriate internal verification process is undertaken which is based on risk factors such as:

➢ Standards verification feedback about the assessment decisions made for the unit/ component in previous years.
➢ Assessor experience
➢ Whether the unit/component has been assessed before
➢ Any significant changes to the delivery of the unit / component

Teams may need to reflect on the internal verification sample size once delivery and assessment of the programme has commenced. For example, if a group has been awarded high grades the LIV may choose to increase the number of learners sampled at this grade.

All BTEC programmes must have an internal verification plan at the start of the course/ unit to identify an appropriate sample size.

IV of assessment decisions

The Internal Verifier reviews the Assessor's judgements against the learning aim, unit/component content, assessment criteria and assessment guidance as published in the qualification specification. This will include checking:

➢ the assessment criteria - this represents the national standard and all BTEC learners are measured against it.
➢ the learner work against the assessment criteria and judge whether it has been assessed accurately.
➢ coverage of the unit/component content in conjunction with the assessment guidance to see if the Assessor has taken this into account. It is not a requirement of the specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria.

> the feedback from Assessor to learner is accurate and linked to the assessment criteria and that the level of feedback provided to the learner is appropriate.

Remember
Feedback should show which criteria have been achieved and which have not, giving clear reasons
Feedback should not give specific instruction on how to improve the work for a higher grade
Where learners have achieved the higher-grade criteria, it is not necessary to give full feedback on the lower criteria achieved by default. e.g. if D3 is achieved there does not need to be detailed feedback on the M3 and P3 criteria that flow into this.

Following internal verification, if there are any assessment concerns, timely feedback should be provided to the Assessor with any required actions applied to the whole cohort and not just the learners in the internal verification sample.

Timing
For internal verification of assessment decisions to take place, learner work must have been formally assessed. Internal verification must take place shortly after the assessment decisions have been made and before learners receive confirmation of their achievement and feedback. If any inaccuracies are identified by the Internal Verifier, these must be corrected by the Assessor before achievement and feedback is issued to learners.

Internally verifying resubmissions
If a request for a resubmission is made and providing there have been no issues with the Assessor's decisions at the first submission stage, then the resubmission does not need to be internally verified if the learner's grade has not improved. The Lead Internal Verifier should however check the decisions if the learner's grade has shown improvement to safeguard against any potential malpractice issues.

Similarly, if the first submissions from learners show only pass criteria achievement and higher-grade criteria are awarded for the resubmission work then a sample of the resubmissions must be internally verified to ensure that the award of the higher-grade criteria is accurate as this would not have been seen in the internal verification of the first submissions.

Maintenance of IV records
Internal verification documentation, along with the other BTEC assessment documentation should be stored securely for a **minimum of three years** after the date of certification, either physically or electronically. Learner work must be retained for a **minimum of 12 weeks** after the date of certification.

Certification
The date of certification is the date that certificates are actually received in centres.

BTEC Documentation to retain
Assessment plans

Assignment briefs
Assessment records (learner feedback)
Learner authentication records
Internal verification records
Assessment tracking of learner achievement

Standards verification

Our centre will either receive support from:

- ➢ a visiting BTEC Lead Standards Verifier (200 + BTEC learners registered)
- ➢ a remote BTEC Lead Standards Verifier (110 to 199 BTEC learners registered)
- ➢ a Pearson QA Advisor (99 or less BTEC learners registered)

BTEC Lead Standards Verifiers and Pearson QA Advisors will have access to the following information for our centre:

- ➢ BTEC Annual Centre Declaration
- ➢ BTEC programmes being delivered and the volume of learner registrations
- ➢ Historical Standards Verification and Quality Management Review reports
- ➢ Risk ratings assigned to BTEC programmes
- ➢ Live standards verification schedule once allocated

BTEC Roles

Programme Leader

A programme leader or programme manager has overall responsibility for the effective delivery and assessment of BTEC qualifications. For Entry to Level 3 qualifications, the programme leader may also act as the Lead Internal Verifier if appropriate.

Lead Internal Verifier

The Lead Internal Verifier (LIV) acts as a single point of accountability for the quality assurance across a Principal Subject Area. This means that they're responsible for managing the assessment of units and qualifications as well as signing off assessment and internal verification decisions.
For BTEC programmes at Entry to Level 3, LIVs need to register through the online standardisation system, OSCA, each year.

Internal Verifiers

Internal Verifiers are responsible for ensuring that assessment decisions are consistent across the programme by checking that assignments are fit for purpose, standardising assessors and sampling assessment decisions. Anyone involved in the delivery and assessment of the programme can be an Internal Verifier, but you can't internally verify your own assessment.

Assessors

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

Further documents (from BTEC centre guide to Internal Verification 2021/2022)

https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Internal-Assessment.pdf

Internal Verification of assignment briefs
Internal Verification of assessment decisions