Appendix 11 - BTEC and Vocational Assessment Internal Verification Policy

This policy is reviewed annually to ensure compliance with current regulations

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Purpose/Scope

- That assessment of BTEC and Vocational programmes is to the national standard.
- That there is equal and fair access to assessment for all learners.
- To ensure that learners are given realistic targets and informed of their progress.
- That achievement is accurately recorded and tracked.
- To ensure that assessment leads to accurate and valid certification claims.

Definitions/Terminology

Assessor: The person responsible for making decisions about whether learners' work achieves the national standard required for certification.

Formative Assessment: Used to review learner progress and inform improvement.

Summative Assessment: The definitive assessment of the learner's achievement and must be to national standards. This assessment informs a unit grade.

Standardisation: A method of comparison to enable centre assessors to review the consistency and accuracy of their assessment.

Learning Outcomes: What the learner should know, understand or be able to do as a result of completing the unit.

Component / Unit Content: The unit content gives centres the substance to devise and plan the programme of learning needed for the learning outcomes to be successfully achieved.

Component / Unit Grading Grid: Each unit grading grid contains statements of the assessment criteria used to determine the standard of learner evidence. Merit and Distinction grading criteria refer to a qualitative improvement in the learner's evidence, and not a quantitative one.

Responsibilities

Programme Leader / Curriculum Leader / Lead IV: Responsible for managing programme delivery and assessment of the learners, to ensure coverage of all units and grading criteria.

Assessor: Responsible for carrying out assessment to national standards. The assessor provides feedback to learners; assures the authenticity of learner work; records and tracks achievement.

Assessment Policy

Aim:

- To ensure there is an accredited Lead Internal Verifier / Programme lead in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessorsand programme activity
- To ensure that the Internal Verification procedure is open, fair, and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions.
- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.

To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC / Vocational programme teams.
- Ensure that BTEC / Vocational assessment methodology and the role of the assessor are understood by all BTEC / Vocational staff.
- Provide resources to ensure that assessment can be performed accurately and

appropriately.
- The outcome of internal verification is used to enhance future assessment practice.

Assessment Plan

Your Assessment Plan / timeline is an essential planning and support tool to help you be confident that:

- your assignments and deadlines are planned effectively throughout the programme
- you have covered everything your learners need to learn in your BTEC programme
- each assessment criterion is assessed only once during the programme, other than resubmissions.

✓ **Sport example Assessment Plan: acceptable**

Correct programme title

Assessors and IVs are identified

Programme Number & Title			BTEC Level 1/Level 2 First Award in Sport								
Unit No & Title	Assignment No & Title	Learning Aim	Assessment Criteria	Hand Out Date	Hand In Date	Assessment Date	IV Sampling Date	Resubmission Date*	Resubmission IV Sampling Date	Assessor Name	IV Name
Year 1											
Unit 1: Fitness for Sport and Exercise	External Assessment	A, B, C	n/a	n/a	n/a	Jan 2014	n/a	n/a	n/a	n/a	n/a
Unit 2: Practical Sports Performance	**Assignment 1:** Sports Rules, Regulations and Scoring Systems	A	2AP1, 2AP2, 2AP3, 2AM1, 2AD1	17 Sep 13	17 Nov 14	17 Nov 14	28 Nov 14	6 Dec 14			
Unit 2 Practical Sports Performance	**Assignment 3:** Sports Coaching Company	B	2BP4, 2BP5, 2BM2	17 Feb 14	14 Apr 14	14 Apr 14	22 Apr 14	2 May 14			
Unit 2: Practical Sports Performance	**Assignment 2** Sports Performance Review	C	2CP6, 2CP7, 2CM3, 2CD2	21 Apr 14	23 May 14	23 May 14	30 May 14	9 Jun 14	16 Jun 14	D Tennant	
Year 2											
Unit 4: The Sports Performer in Action	**Assignment 1:** Responding and adapting to Exercise	A	2AP1, 2AP2, 2AP3, 2AP4, 2AM1, 2AM2, 2AM3, 2AM4, 2AD1			17 Feb	25 Feb	3 Mar	15 Mar	J Musson	D Tennant
Unit 4: The Sports Performer in Action	**Assignment 2: Energy for Sports Performance**	B	2BP5, 2BM5, 2BD2	1 Mar 15	30 Mar 15	30 Mar	7 Apr	15 apr	20 Apr	J Musson	D Tennant
Unit 5: Training for Personal Fitness	**Assignment 1:** Personal fitness programme	A	2AP1, 2AM1, 2AP2, 2AM2, 2AD1, 2AP3	7 Oct 14	21 Nov 14	21 Nov 14	28 Nov 14	8 Dec 14	19 Dec 14	J Musson	D Tennant
Unit 5: Training for Personal Fitness	**Assignment 2:** Exercise Adherence	B	2BP4	2 Dec 14	16 Jan 15	16 Jan 15	23 Jan 15	6 Feb 15	13 Feb 15	J Musson	D Tennant

Resubmission date is now clear and is within 10 working days, assuming learners receive results straight after IV

IV date given for resubmissions

All criteria targeted just once

For non BTEC vocational qualifications it is essential that curriculum leaders have generated the following layers documentation to support the teaching and learning of their subject content:

Rules for Internal Assessment: Feedback

The teacher must decide when the learner is fully prepared to undertake the assessment which should ideally lie within the assessment plan deadlines. If this is not possible the matter should be taken up with the internal IV.

Once learners are working on assignments which will be submitted for assessment, **they must work independently** to produce and prepare evidence for assessment.

Before starting the assessment

Before starting an assessment, the tutor or teacher **must** ensure each learner understands the:

- assessment requirements
- nature of the evidence they need to produce
- importance of time management and meeting deadlines.

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

- provide specific assessment feedback on the evidence produced by the learner before it is submitted for assessment
- confirm achievement of specific assessment criteria until the summative assessment stage.

BTEC Feedback Stages – Stage 1

Teaching and learning

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

The assessment rules for BTEC do not cover formative feedback – only feedback during and following assessment.

Feedback could include:

- Identify areas for learner progression
- Explain clearly how BTEC assessment works and what learners need to do to achieve a Pass, Merit or Distinction
- Set "dry run" or "mock" tasks and scenarios to help learners understand what level they have reached and prepare for assessment
- Feedback on how to improve knowledge, skills, understanding, behaviour, approach, grammar etc.

BTEC Feedback Stages – Stage 2

During assessment

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

Feedback at this stage could include:

- Guidance on how to improve knowledge, skills and understanding
- Guidance on appropriate behaviour and approach, confirmation of deadlines.
- Confirmation of which criteria the assessor is targeting and clarification of what the assignment brief requires.

But remember learners need to produce evidence **independently**

BTEC Feedback Stages – Stage 3
Following assessment

On the assessment record you should give clear feedback on:

- the criteria the learner **achieved** (explaining the assessor's decisions)
- the criteria **not achieved** (and why – although you must not provide a list of instructions on how to achieve or get a higher grade – remember they MAY have the opportunity to **resubmit**).

Feedback could include:

- Which assessment criteria the learner has achieved and what the learner has done well.
- Which assessment criteria the learner has not achieved and what was missing.
- Information or guidance available to the learner they could have drawn on, (e.g. class notes; handouts; resources in assignment brief; theory notes, practice assignment materials)
- General behaviour and conduct, approach, grammar etc.

Rules for Internal Assessment

The aim should be that the bulk of learners require just the ONE **submission** for each assignment.

The assessor must formally record the assessment result and confirm the achievement of specific assessment criteria.

Stage 1: Each learner must submit assignment / evidence towards assessment criteria, with a signed and dated declaration of authenticity.

- ✓ Assessors MUST formally record and confirm the achievement of specific assessment criteria and confirm that the evidence they have assessed is authentic and is the learner's own work.
- X Assessors MUST NOT provide feedback and guidance on how to improve evidence to attain a higher grade.

The Lead Internal Verifier **can only authorise a resubmission if all of the following three conditions are met**:

1. the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension
2. the tutor judges that the learner will be able to provide improved evidence without further guidance
3. the assessor has authenticated the evidence submitted for assessment and the evidence is accompanied by a signed and dated declaration of authenticity by the learner

No

No resubmission opportunity

Yes

Lead IV can authorise a resubmission opportunity

No further guidance from assessor

Learner submits work within 15 working days of them receiving result from initial hand in. (This should not be over a holiday period)

Improved grade recorded.

Rules for Internal Assessment: Retakes

The Qualifications and Credit Framework (QCF) does not allow for compensation – this means that BTEC Nationals on the QCF require learners to achieve every pass criterion in order to successfully achieve the qualification.

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

- The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so
- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment.
- The assessor must agree and record a clear deadline before the learner starts a retake

- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions
- The assessor cannot award a merit or distinction grade for a retake
- The learner will not be allowed any further resubmissions or retakes.

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

Other Considerations

- *There are no retakes available for internally assessed units on the NQF*

- We must all ensure that we plan assessment and Internal Verification. Should a learner appeal against an assessment decision an investigation will follow. If you do not have an assessment and IV plan the learner will always 'win' their appeal. The learners will also 'win' their appeal if your assessment plans indicate that the learners have been put under too much pressure (This can happen if the learners are given the same deadline dates for more than one assignment!

Internal Verification

The Internal Verification plans must ensure that all assessors have all assessment types internally verified. For example, as I do observations, I should have an internal verifier present during one of these to verify my feedback.

The internal verification plan should also ensure that all learners have some assessed work internally verified at some stage.

Purpose/Scope

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards.
- That the assessment instruments are fit for purpose.
- To assure the assessment of all BTEC programmes delivered by a centre.
- To be part of an audit trail of learner achievement records.
- To provide feedback to inform centre quality improvement.

Definitions/Terminology

Internal Verification: A centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and those assignments are fit for purpose.

National Standards Sampling: An annual external verification process used to check centre assignments and assessment against national standards, and internal verification processes.

Sample of Learner Work: NSS is based upon the scrutiny of assessed learner work. The volumes of samples required is prescribed and varies according to numbers of learners and sector programmes a centre operates.

Responsibilities

Quality Nominee (QN): The QN ensures that centre IV and standardisation processes operate, and acts as the centre coordinator for NSS between Edexcel and course teams. The QN ensures NSS reports are monitored and any remedial work carried out.

Internal Verifier (IV): A teacher able to verify assessor decisions, and validate assignments. The IV records findings, gives assessor feedback, and oversees remedial action.

Internal Verification Feedback Forms

External Standard Verifiers require evidence on Internal Verification procedures. When Internally Verifying it is important to remember that you are giving feedback to the assessor and not the learner. You are also

checking that work has been accurately assessed and that feedback is constructive, linked to relevant grading criteria, identifies opportunities for improved performance and has actions identified where possible. The Internal Verifier must also state whether the grade is agreed or not. All of this can be completed on the Internal Verification Assignment Brief and Internal Verification Assessment Decisions forms.

Internal Verification Policy

Aim:

- To ensure that 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 NSS 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 internal verification 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.
- ALL BTEC teachers must submit work to be internally verified.
- Assignment Briefs to be submitted BEFORE being given to learners and a record kept in the course file.
- EVERY task for ALL taught units must be sampled for at least 4 learners across a range of grades. Records of evidence must be kept in programme file.
- Lead IV's and programme leaders must produce an IV plan and an assessment plan for all the programmes being delivered within their department.
- Internal Verification and documents will form part regular checking in line with the school policy.
- ALL IV documentation should be signed by both the assessor and the IV, even where actions have been completed.

The Assignment Brief

A written brief should be issued to learners at the start of the assessment process for any given unit. The brief will contain the following information:

- **Title and level of qualification**
- **Title and number of Unit(s) being assessed.**
- **Title/Reference of the assignment.**
- **Date the assignment is issued and the required submission date**
- **Overview and Aims**
- **A suitable scenario**

Assignments Briefs are designed to:

- **develop a learner's knowledge, skills and understanding in a defined area of study**
- **measure evidence of their learning against:**
    - **learning aims what the learners needs to know, understand and do**
    - **assessment criteria the grade level at which the learner can achieve each learning aim.**

Assignments written for NQF BTECs MUST NOT be written with discrete tasks signposted to individual assessment criterion.

A task should target ALL the assessment criteria in a Learning Aim - or at least the range of P & M & D that themselves make up discrete “blocks”.

Grading Criteria

The written brief states exactly which assessment and grading criteria (as applicable) are being assessed.

Note: Centres must not re-write any aspect of the unit criteria, nor add their own centre-devised criteria.

Forms of Evidence

A clear statement of what the learner is expected to produce as evidence, and how that evidence will be assessed.

Other information might include

- resources
- reference materials
- employer link

Storage of work:

- Student’s work should be kept by the LIV / CL until October half term following certification
- Student’s assessment sheets, mark books and IV sheets should be kept for 3 years following certification in a secure location (In a shared area or on Microsoft teams if electronic, or in a filing cabinet if paper based)

Staff Briefing:

- Key dates and deadlines will be included in the staff planner and will also receive a termly reminder of these dates via email.
- A termly bulletin / email will be shared with BTEC staff outlining up and coming deadlines and central BTEC changes.
- Please see other policies for deadlines regarding registration and certification.

New courses from 2022

For new Level 2 Tech awards from 2022 Course Leaders will not be required to produce a Pearson Assessment plan but should complete the internal layers documentation: timelines, SOW and Student learning journeys in line with all other subjects across the Academy. The Course Leaders will also be required to complete Internal Verification of Assessment decisions, the Pearson Templates are used for this process.

Quality Nominee – P Atkinson	atkinsonp@hattonacademy.org.uk	11/2026
LIV Business – M Tarlton	tarltonm@hattonacademy.org.uk	11/2026
LIV Health & Social Care – L Hughes	hughesl@hattonacademy.org.uk	11/2026
LIV Information Technology – T Abedin	abedint@hattoncademy.org.uk	11/2026
LIV Sport Level 2 – C Bevan	bevanc@hattonacademy.org.uk	11/2026
Lead IV Sport Level 3 – C Bevan	bevanc@hattonacademy.org.uk	11/2026
LIV Art and Design & Food – A Gray	graya@hattonacademy.org.uk	11/2026
LIV Textiles – L Cross	crossl@hattonacademy.org.uk	11/2026
LIV Applied Science	legassicks@hattonacademy.org.uk	11/2026