

# BTEC Centre Guide for the Lead Internal Verifier

2024 - 2025



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# Introduction

This guide provides you with the information you need to fulfil the role of the Lead Internal Verifier, also known as the Lead IV or LIV.

It is a requirement for centres to identify a single Lead Internal Verifier for every BTEC programme offered at Level 2 and 3. This person acts as the point of accountability for the quality assurance of these programmes.

As Lead IV, you are responsible for:

- Managing assessment and internal verification of units or components and qualifications.
- Working with your Assessors and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme and ensuring that it is fit for purpose and meets our requirements before you sign it off.

This means that you should be involved in the assessment and delivery and have a good understanding of the units being assessed.

You will need to train or standardise your Assessors and Internal Verifiers to ensure that they understand national standards. You should also repeat this activity later in the year to ensure consistency.

In addition, you should sample the assessment and verification decisions across all qualifications you are responsible for, ensuring that activity is completed in line with your plan and that standards are applied consistently.

NB – To provide authentication for online work please ensure that signatures are electronic and take the format of a centre-based email address for both the learner and the LIV. Note that a font style is not considered an electronic signature.

# Which Qualifications does this Guide Cover?

This guide covers the following BTEC programmes:

- BTEC Level 1/2 Firsts
- BTEC Level 1/2 Tech Awards (2017, Engineering only in Wales and Northern Ireland)
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals
- BTEC QCF Specialists, Level 1, and Entry Level

## Identifying your Lead Internal Verifier

It is a requirement for centres to identify a single Lead IV for all the above BTEC programme being delivered. This role acts as the point of accountability for the quality assurance and standard 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/components being assessed.

If you are delivering across a range of programmes from different suites for the same subject area, then you can choose to use the same person as Lead IV for all those programmes or you can split the responsibility if your staffing allows for that.

If there is a single assessor for a programme then that person should be the Lead IV, but they will need another person to act as internal verifier.

Where staffing allows, there should always be someone who can step in if the Lead IV is taken ill, or away from work for any length of time. These succession arrangements should be noted by the Quality Nominee and maintained along with a list of all Lead IVs within the centre.

# Centre Assessor Standardisation

Centre Assessor standardisation should be undertaken by all Assessors and Internal Verifiers (IVs) involved in assessing a programme. The role of the Lead Internal Verifier is considered as the starting point for this process, but it is important to ensure that the whole team undertakes this activity as the responsibility for accurate assessment sits with the whole team and not just one person.

If there is just one person responsible for and delivering a programme, then the person who acts as Internal Verifier for this should be involved in the process too so that they are fully aware of the standard being applied to learner work.

Standardisation is also an ideal induction activity for a new member of staff, even if they are experienced in delivering BTEC programmes, as they could potentially have valuable insights to add to the discussion.

*Standardisation using the Centre Standardisation Materials (CSMs) should be completed each year prior to any formal assessment of learner work being undertaken.*

*It should also be viewed as an ongoing process and the activity repeated at various points throughout the year, as a refresher or when discrepancies are found through the internal verification process.*

There are differences between the BTEC Nationals Level 3 and the BTEC Firsts Level 1/2 qualifications on the NQF or RQF frameworks, and the legacy QCF framework. If you are running both levels or both frameworks, then you should complete both sets of materials to support you with the delivery of each qualification.

## Annual Standardisation

The Lead IV is required to use Centre Standardisation Materials (CSM's) to train/standardise their team of Assessors and Internal Verifiers *each year*. This ensures that everyone involved in the assessment of learner work understands national standards and this should be undertaken prior to any assessment of learner work for the current academic year. Centres should retain evidence that this process has taken place and make the evidence available on request.

## How to access the Centre Standardisation Materials (CSMs)

To access the standardisation materials, you should go to the Subject Webpage > Internal Assessments > Centre Standardisation Material. Please note, the materials are under silver padlock, meaning Edexcel Online login credentials are required for download. For example,



BTEC Nationals  
Sport and Exercise Science (2016 and 2017)

Course materials

FILTERS

Internal assessments (16) SORT BY Latest

CATEGORIES

- Specification and sample assessments (17)
- External assessments (185)
- Internal assessments (16)
- Stakeholder recognition (8)
- Teaching and learning materials (15)

CONTENT TYPE

- ☑ All
- ☐ Authorised assignment briefs (9)
- ☐ Centre standardisation material (2)
- ☐ Guidance (1)
- ☐ Sample marked learner work (4)

EXPAND ALL

Authorised assignment briefs

Centre standardisation material

Sport and Exercise Science RQF Level 3 SSV Commentary (Unit 10)  
Unit 10: Physical Activity for Individual and Group-based Exercise  
| PDF 368.2 KB | 25 September 2023

Sport and Exercise Science RQF Level 3 Standardisation Material (Unit 10)  
Unit 10: Physical Activity for Individual and Group-based Exercise  
| PDF 1.6 MB | 25 September 2023

Guidance

Sample marked learner work

The standardisation material will include:

- assignments, assessed learner work, assessor, and internal verifier comments.
- activities
- Senior Standards Verifier (SSV) commentaries.

You may find it useful to download the materials so that you can read through them before standardising as a team and we recommend the materials are saved to a shared area so they can continue to be accessed by the team or by the Quality Nominee in the event of absence of the Lead IV.

## Standardisation: Step by step

Work individually to start with and then come together as a team to discuss your findings before working through the SSV responses and commentary. Remember that if you are the only person delivering a programme then you will need another person to internally verify your decisions and so that person should undertake this activity with you.

*To get the most from the materials, we suggest you:*

- 1. Access the materials and make notes on how the work would be assessed at your centre, comparing the work to your own practice.*
- 2. Respond to the questions, then compare your responses to those provided by the SSV. You can use the commentaries to help understand the rationale for the standard provided by the SSV.*
- 3. Make notes on any implications for your centre's assessment and quality assurance practice.*

In addition to the materials, you will need access to a copy of the specification so that you can consider all information in relation to the relevant units or components.

### ***Assignment brief***

Check over the assignment brief provided as if you were internally verifying it, making notes of any points that you find. You could use the [Internal Verification of Assignment Brief Form](#) for this as it will provide you with the key prompts that you need to consider, such as:

- the timing of the assignment
- whether the scenario is realistic
- the clarity of what learners are being asked to do.
- whether the assessment criteria have been accurately reproduced from the specification
- whether the assignment covers the entire learning aim
- whether the task will enable the learners to produce evidence covering the targeted criteria.

### ***Learner work***

Go through the work as if you were marking this, again making notes as you go along. Then look at the feedback and grading decisions and consider them as if you were internally verifying that piece of work and its feedback. This time, you could use the [Internal Verification of Assessment Decisions](#) form for this as you look to consider;

- Has the work been authenticated properly?
- Has the learner met the criteria?
- Are there any generic improvements that could be made?
- Has the Assessor correctly awarded relevant criteria?
- Is the feedback encouraging and constructive without providing specific guidance on how to achieve criteria not met?
- Has the learner met the criteria for a resubmission?

At this point you may wish to come together as a team to discuss what you have seen so far and compare your findings and share ideas.

### ***Questions / activities***

There will be a set of questions or suggested activities for the materials, and you should work through these on an individual basis before coming together to again share your ideas.

### ***Senior Standards Verifier (SSV) Commentary***

This is the set of answers and explanations from the senior team for your subject area, showing how the standards should be applied. You will need to read through the answers provided and compare to your own answers. The rationales from the senior team will be useful explanations of how they reached their conclusions and should be considered carefully even when you arrived at the same answers, as you might have taken a different route to get there. You should discuss these carefully as a team so that everyone is clear on the expected standards and how they were arrived at by the senior team.

Where you did not arrive at the same conclusions as given in the SSV commentary, it would be a good idea to revisit the activity after a period of reflection but before any assessment of learner work is undertaken.

The activity should also be revisited at various points during the academic year, even if all involved agreed and understood the standards on the first undertaking. This will provide a continuous source of support for the team and prevents any discrepancies arising as everyone becomes busy, and the standardisation activity becomes a thing of the past. It should be revisited if internal verification highlights some discrepancies in assessment judgements and can also be a useful tool for induction of new staff.

### ***Continuous Standardisation***

To ensure the ongoing standardisation of BTEC units and components, meetings should occur frequently throughout the year ahead of assessment taking place.



Here, you can use previous samples of learner work, previous centre standardisation materials and sample marked learner work.

## Lead Internal Verifier Responsibilities

There are some key responsibilities attached to the role of the Lead Internal Verifier in addition to that of standardisation:

- The Assessment Plan
- Internal Verification Plan
- Sampling other Assessors and Internal Verifiers
- Authorising Resubmissions and Retakes
- Planning the sample with the Standards Verifier.
- Track Reasonable Adjustments needed for learners.

### The Assessment Plan

You will need to work with your Assessors and Internal Verifiers to agree an assessment and verification plan for all cohorts from the start of the programme. As Lead IV, you are responsible for ensuring that it is fit for purpose and meets regulatory requirements before you sign it off. Your Standards Verifier will ask to see these documents when planning your sample.

*When creating the Assessment Plan, Lead IVs should check the units planned against the rule of combination set out in the specification. Towards the front of each specification, you will find a table outlining how many units need to be completed, any minimum grade requirements and what is classed as an eligible combination of units. Each qualification has its own rules for eligibility.*

*We also recommend for the programme team to factor in the Standards Verification process when designing the assessment plans. Please work towards having internally assessed units available by the spring term to facilitate a smooth and timely SV activity. This is to avoid any potential delays to certification if sampling is left close to the standards verification deadline in the summer term.*

Remember the Assessment Plan is a working document and when any changes happen, they should be recorded, and updated on the plan. Using version control will create a full audit trail. Please see our Centre Guide to Internal Assessment for

more guidance on Assessment Planning, this can be found [here](#). For more information on the assessment plan and our on-demand CPD package on 'Good practice producing Assessment Plans' please visit our events page, found [here](#).

## The Internal Verification Plan

Once you have established which units or components are being delivered, in which order and by which member of the team, you are then able to create an Internal Verification Plan. This should ensure that each assessment opportunity is subject to internal verification along with each assessor on the programme.

There should be a *risk-based approach* to this. For further guidance and support please access our on demand CPD packages on Internal Verification Planning found [here](#).

### Sampling of Assessment and Verification

As a Lead Internal Verifier, you are responsible for quality assurance across that programme, including ensuring the quality assurance processes are in place and are effective.

To do this you will need to sample both the assessment decisions of the assessors on the programme and the internal verification decisions that are being made.

To do this we recommend that you take a small sample from each assessment opportunity that gives you the chance to consider both the assessment and verification decisions. You should consider:

- the accuracy of the assessment
- the feedback to learners
- the compliance with the BTEC Assessment rules
- the accuracy of the internal verification
- the feedback from the IV to the assessor
- the accuracy and completeness of documentation.

*Example of things to check for:*

Appropriate feedback: If the learner has achieved D3, then this is where feedback should be focussed. The IV should not be asking for detailed feedback for M3 and P3.

*Remember you are looking for robust internal verification rather than a nod to process by applying a tick box approach or 'lazy' internal verification as this is what the Standard Verifier will look for.*

Check out the Centre Guide to Internal Assessment and the Centre Guide to Internal verification for more detail [here](#).

### ***Authorising Resubmissions and Retakes***

As Lead Internal Verifier it is your decision whether a resubmission opportunity should be authorised for each learner as this becomes relevant.

You will need to ensure that they meet the criteria for resubmission:

- the work was submitted on time.
- the work is authentic.
- the assessor is confident that the learner can improve without further input.

Where this is the case, the resubmission should be signed and dated to create a full audit trail. Please note – to provide authentication for online work please ensure that signatures are electronic and take the format of a centre-based email address for both the learner and the LIV. Note that a font style is not considered an electronic signature.

The same will apply for a retake opportunity but here you should also check that this is applicable to the programme of study.

See the Centre Guide to Internal Assessment for more detail [here](#).

### ***Planning the Sample with the Standards Verifier***

Once a Standards Verifier has been allocated to your programme the Quality Nominee will be able to pass along their contact details to you.

You should contact the Standards Verifier as soon as possible so that you can begin to negotiate the sample that will need to be supplied. Remember that the sample can be made up of any unclaimed learner work regardless of cohort or year of study, as long as it has not been seen previously for the same purpose.

Be ready to supply your assessment plan(s) and then later the tracking information for the unit/component(s) selected.

You should respond promptly to the Standards Verifier and endeavour to supply your sample as soon as possible so that you can act on any recommendations that the Standards Verifier makes.

Remember, the Standards Verifier is there to support you as well as to check on standards of internal assessment.

See the Centre Guide to Standards Verification for more detail [here](#).

## Summary of Lead IV Responsibilities

A summary of the key responsibilities for Lead IVs can be found in the table below.

Responsibility	Explanation	Timeline
Identify Lead Internal Verifier for Programme	<ul style="list-style-type: none"> <li>Identify a Lead Internal Verifier for each subject delivered.</li> <li>If you are delivering across a range of programmes from different suites for the same subject area, then you can choose to use the same person as Lead IV for all those programmes or you can split the responsibility if your staffing allows for that.</li> </ul>	Start of academic year/Prior to formal assessment taking place.
Undertake annual standardisation for your subject area	<ul style="list-style-type: none"> <li>Access the annual Centre Standardisation Materials (CSMs) for each qualification suite.</li> </ul>	Prior to any formal assessment taking place.

	<ul style="list-style-type: none"> <li>• Access via Subject Webpage &gt; Internal Assessments &gt; Centre Standardisation Material</li> </ul>	
<p>Support assessment and internal verification within your subject area</p>	<ul style="list-style-type: none"> <li>• Facilitate regular standardisation activities with your team throughout the academic year.</li> <li>• Share information about standards with your team to ensure that assessment across all cohorts is to national standards.</li> <li>• Agree and sign off an assessment and internal verification plan for all cohorts from the start of the programme (ensuring the units planned meet the rule of combination)</li> <li>• Oversee and support internal assessment and internal verification for all cohorts to ensure that they are consistently applied.</li> <li>• Sample verification and assessment across the qualifications for which you have responsibility.</li> <li>• Where appropriate and required, authorise a maximum of one resubmission opportunity for any learner for internally assessed units/components following summative assessment.</li> <li>• Ensure that assessment and internal verification plans are made available to your Standards Verifier on request.</li> <li>• Ensure that records of assessment and internal verification and current learner work are available for scrutiny by Pearson on request.</li> <li>• Liaise with your Standards Verifier to ensure that appropriate samples of assessed and internally verified learner work are available for sampling before the deadline.</li> <li>• Ensure that records of assessment and internal verification are retained for 3 years for your programmes.</li> <li>• Ensure that learner work is retained for 12 weeks after certificates are issued.</li> </ul>	<p>Throughout the year</p>

# Frequently Asked Questions

*What is the benefit of having a Lead IV if sampling is informed by a programme control measure?*

The Lead IV is a key role within the BTEC Quality Assurance cycle and has responsibility for ensuring their assessing teams understand national standards. It is therefore important to have a member of staff assigned to this role for each BTEC subject delivered, as it enables consistency in national assessment standards.

*We offer more than one programme in some subject areas – can there be more than one Lead IV for that area?*

Yes. If your subject area has a range of programmes available, or programmes at different levels, then you can use a single Lead IV across them all, OR you can choose to register different people across different programmes as you wish.

*I am the only person delivering my programme – Can I be the Lead IV?*

Yes – you are ideally placed to be the Lead IV as you are the main person in control of that programme. You will need another person to internally verify your assignments and the assessment decisions. Remember that this person should be included in the standardisation exercise.

*Do we have to keep records of the Lead IVs?*

Yes. Now that you do not have to register on Edexcel online it is good practice for the Quality Nominee to retain a list of all Lead IV's for each programme offered at the centre along with the succession arrangements.

*If you have a question, please contact BTEC Assessment or your Vocational Quality Assurance Manager via [The Pearson Contact Portal](#).*

*In addition, you will find further information on our [Quality Assurance webpages](#).*