



Centre Guide BTEC Lead Internal Verifier

2025-2026

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Lead internal verifier (LIV) role made easy

Use this guide to make understanding your role as a BTEC lead internal verifier easier. We're here to support you from the get-go, with everything you need to make sure you feel confident verifying Pearson BTEC Level 1 –3 qualifications, including the BTEC Nationals from 2025 (AAQs).

We're here to help.

If you need any help with quality assurance, contact us via the [Pearson support portal](#) and we'll be on hand to help.

Need to have a quick chat or want some dedicated time for one-to-one support? Book a 15-minute appointment with your [vocational quality assurance manager \(VQAM\)](#) on our website.

Version Control

Page Number	What has changed	Date of Change
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UK qualifications covered by this guide

- BTEC Level 1/2 Firsts
- BTEC Level 2 and 3 Technicals
- BTEC Level 3 Nationals from 2016
- BTEC Level 3 Nationals from 2025 (AAQs)
- BTEC QCF Specialists, Level 1, and Entry Level (not covered by WBL QA)

Introduction

You need to identify one lead internal verifier for every BTEC programme you offer. This person is the main point of contact for the quality assurance and standards of these programmes.

As lead internal verifier, you will:

- oversee the assessment and internal verification of units and qualifications.
- work closely with your assessors and internal verifiers to create an assessment and internal verification plan for all cohorts from the start of the programme, making sure it meets all requirements before you approve it.
- get involved in both assessment and delivery, making sure you have a solid understanding of the units being assessed.
- train or standardise your assessors and internal verifiers to help them understand national standards. Don't forget to repeat this later in the year to maintain consistency.
- regularly sample assessment and verification decisions across all qualifications you oversee, making sure activities are completed as planned and standards are consistently applied.

Identifying a lead internal verifier

If you deliver multiple programmes from different suites for the same subject area, you can have the same person as lead internal verifier (also known as lead IV or LIV) for all programmes, or you can split the responsibility if your staffing allows.

For a programme with a single assessor, that assessor should be the lead IV, but they'll need another person to internally verify their assignment briefs and assessment decisions. This could be someone with relevant subject knowledge or vocational experience.

It's a good idea to have someone ready to step in if the lead IV is unwell or away from work for any period.



Lead internal verifiers don't need to register on Edexcel Online. The quality nominee should keep internal records of who holds the lead IV role for each programme, including succession plans if someone needs to cover short- or long-term absence. QNs - Need help creating internal records? [We've made a template for overseeing your lead internal verifiers.](#)

Centre assessor standardisation

All assessors and internal verifiers (IVs) must complete a standardisation activity to make sure they know how to assess accurately and carry out internal verification. This responsibility lies with the entire team, not just the lead IV.

If there's just one person responsible for and delivering a programme, then the person who acts as the internal verifier should also be involved in the activity, so they're fully aware of the expected standard.

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



Standardisation using the centre standardisation materials should be completed at the start of each year or before any formal assessment of student work starts.

It should also be reviewed at various points throughout the year, as a refresher or if discrepancies are found through the internal verification process.

If you offer more than one version of a qualification — for example, BTEC Level 3 Nationals from both 2016 and 2025 — there are individual centre standardisation materials for each. Make sure you complete all required sets of materials.

How to access centre standardisation materials

You can download centre standardisation materials (CSMs) each year from late August. You'll find them on each qualification's course materials page > *internal assessments* > *centre standardisation material*.

These materials have a silver padlock, meaning you will need to enter your Edexcel Online login details to download them.

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

What do the CSMs include?

- Assignment briefs, assessed student work, assessor and internal verifier comments
- Activities
- Senior standards verifier (SSV) commentaries.

You'll need access to a copy of the specification so that you can consider all information in relation to the relevant units.

We suggest that you:

- access the materials and make notes on how the work would be assessed at your centre, comparing the work to your own practice.

- respond to each activity, then compare your responses to those provided in the commentary.
- make notes on any implications for your centre's assessment and quality assurance practice.

Assignment brief

Check over the assignment brief provided as if you're internally verifying it, making notes of any points that you find. You could use the [internal verification of assignment brief form](#) to help you, as it will cover the key prompts to think about, such as whether:

- the timing/duration of the assignment is appropriate
- the scenario is realistic
- the assessment criteria have been accurately copied from the specification
- the assignment covers the whole learning aim
- it's clear what the students need to do
- the task will allow students to produce sufficient evidence covering the targeted criteria.

Student 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 as you look to consider whether:

- the work has been authenticated properly
- the student has met the assessment criteria
- there are any general improvements that could be made
- the assessor has correctly awarded the relevant criteria
- the feedback is encouraging and constructive without providing specific guidance on how to achieve criteria not met
- the student met the criteria to be eligible for a resubmission/retake.

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 as a team to share your ideas.

Senior standards verifier commentary

The senior standards verifier (SSV) commentary is the set of answers and explanations from the senior team for your subject area, showing how the standards should be applied. You'll need to read through the answers provided and compare to your own notes. 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, it would be useful to revisit the activity after a period of reflection but before any assessment of student work starts.

Continuous standardisation

It's a good idea to repeat this activity later in the school year before assessing each assignment, even if everyone agreed on the standards the first time. You can use past samples of student work, the CSMs and Pearson's sample marked student work. Doing this again helps support the team and stops problems from happening when people get busy or forget what was agreed before. You should repeat the activity if internal verification shows any differences in opinion. It can also help new staff learn what's expected.



Want to see how to find the centre standardisation materials? We've made a bitesize video to walk you through:
[Watch the role of the lead internal verifier and team standardisation.](#)

Lead internal verifier responsibilities

The lead IV has key responsibilities beyond standardisation:

- creating and signing off the assessment and internal verification plan
- sampling other assessors and internal verifiers
- authorising resubmissions and retakes
- planning and providing the sample to the standards verifier
- tracking student progress and those who need reasonable adjustments.

Assessment planning and rules of combination

The assessment plan is a working document, so you might need to update it during the year. Use version numbers to create a clear audit trail if you do make changes. Your programme team should work together to develop robust assessment plans. The lead IV for the programme should then check that the units chosen meet the rules of combination for that specific BTEC programme.

As a minimum requirement, the assessment plan should include:

- the names of all assessors and internal verifiers
- scheduling for hand-out of assignment briefs/Pearson-set assignment briefs (PSABs)
- deadlines for assignment submission
- scheduling for internal verification of assessment decisions
- scheduling of the opportunity for resubmission
- scheduling of all units (internal and external) for the duration of the course so that a full programme plan is shown (if it's a two-year programme, show all units for both years)
- BTEC Level 3 Nationals from 2025 (AAQs) only – the PSAB version chosen

Need helping designing an assessment plan and working out dates?



Download our assessment plan template from our [BTEC forms and guides](#) page. There's a separate assessment plan for the BTEC Nationals 25 AAQs. Watch our bitesize video on '[Good practice producing assessment plans](#)'

When planning the order of assessment/units, you should consider:

the correct sequence or integration of units – carefully consider any synoptic units

rules of combination

the value of the units selected for the size of qualification

planning assignment deadlines across the programme to ensure a balanced workload for students

that at least one internally assessed unit will be available for standards verification annually (deadline 15 May)*

staff timetabling

schemes of work

resource planning, such as when to deploy specialist staff

access to external resources

feedback from students and from external sources, such as progression providers

ensuring authenticity of student work.

**Level 3 Nationals 2025 (AAQ): completing one unit by the deadline in the first year of delivery may not always be feasible. Your SV will review the requirements when you share your assessment plan.*

Rules of combination

When creating the assessment plan, the lead IV must check that the units chosen meet the rule of combination.

You'll find the qualification structure in sections 2 and 9 of the subject's specification. This will tell you how an overall grade is calculated, if the qualification is pass-only, if any units have a minimum grade requirement and the rules of combination.

Consider the following to check that your chosen units will meet the rule of combination:

- Have you selected the correct number of units (mandatory and optional) and guided learning hours (GLH) to make up the qualification? E.g., if you're delivering a BTEC Level 3 National 720 Diploma, the unit combination should add up to 720 GLH.
- If the qualification has grouped units (group A, B, C etc.), have you made the correct selection from each group?

- Are the optional units you've chosen suitable and correct for the programme size? Think about whether any particular optional units are required for progression.

Internal verification

Planning internal verification

Internal verification is how you'll check that assignment briefs are fit for purpose (excluding the AAQ PSABs) and assessment decisions have been made accurately by assessors. An assessor can't internally verify their own assessment decisions, so another member of staff should act as their internal verifier. When creating your assessment plan at the start of the course, you should plan the dates that you will internally verify assignment briefs and both first submissions and resubmissions. Record these dates on the plan.

Once you have chosen the units, their delivery order and which assessor will teach them, you can create an internal verification plan. This records when and how many pieces of student work you will internally verify for each assessor, and you may choose to record the student's names on this document. You must internally verify every assignment (after it is submitted, and not just at the end of the whole unit if there are multiple assignment briefs) and include student work from all assessors teaching the unit. The internal verification sample size should be based on risk; for example, consider how experienced the assessor is, whether it's a unit that has not been taught before and past standards verification report outcomes. Higher risk means internally verifying more student evidence. If you need more guidance on the internal verification plan, see our on-demand CPD package on [planning for internal verification](#).

Completing internal verification of assignment briefs and assessment decisions

Any teacher involved in a programme can act as an internal verifier; it's not just the responsibility of the lead IV to carry out all internal verification.

Refer to the [centre guide to internal assessment and the centre guide to internal verification](#) for more detail on what to look out for when internally verifying assignment briefs and assessment decisions, but here are some additional pointers for checking assessment decisions.

The internal verifier should consider:

- Is assessment accurate?

- Is feedback to students effective and does it meet BTEC assessment/feedback rules?
- Is the student eligible for a resubmission/retake?
- Are internal verification decisions accurate?
- Has feedback from the IV to the assessor been provided and is it SMART?
- Has the assessment record and IV document been completed accurately?

When multiple team members act as an internal verifier, the lead IV should make sure internal verification processes are carried out effectively by all team members. This can be a quick check to make sure each assessor has marked accurately and that you agree with internal verification decisions.



Example of things to check for: appropriate feedback

If the student has achieved D3, then this is where feedback should be focused. The IV should not be asking for detailed feedback for M3 and P3.

Authorising resubmissions and retakes

As lead IV, it is your decision whether a resubmission opportunity should be authorised for each student.

You'll need to check that they meet the criteria for a resubmission to be approved:

- The work was submitted on time.
- The work is authentic, i.e. the authenticity declaration is signed prior to or at point of submission.
- The assessor is confident that the student can improve their evidence without further input.

Where this is the case, you can approve the resubmission and you should sign the internal verification document so there is a full audit trail. When signing online documents, an electronic signature is acceptable; this can be scanned or typed onto the document.

The same will apply for a retake opportunity, but here you should also check that this is applicable to the programme. For example, the BTEC L1/2 Firsts have fallback level 1 criteria, so a retake cannot be authorised.

For specific guidelines on resubmissions and retakes for BTEC programmes, see the [centre guide to internal assessment](#).

Standards verification

Planning the sample with the standards verifier

Once a standards verifier (SV) has been allocated to your programme (from mid-January onwards) the quality nominee will pass their contact details and introductory email to you. The SV is there to support you as well as to check your assessment decisions and internal verification processes are accurate.

Get in contact with the SV as soon as possible so you can discuss the sample requirements. The sample can be from students in any cohort or year group as long as they haven't certificated and that group and unit were not sampled last year.

Be ready to supply your assessment plan(s) and then later, the tracking sheet for the unit(s) selected showing the grades achieved. Send the sample as soon as possible so you can act on any recommendations from the SV. The final sampling deadline is 15 May each year.

See the [centre guide to standards verification](#) for more detail (available from mid-autumn term each year).



Unsure who your SV is? You can view your standards verifiers' details on Edexcel Online once they've been allocated. [See our step-by-step guide to view your standards verifier details.](#)

Monitoring student progress and putting support in place

It's important to track the progress of each cohort. Check in regularly with assessors to identify any students who may need intervention to get back on track.

If any students are facing difficulties while completing internal assessments, you may need to put reasonable adjustments in place so they are not disadvantaged. If you do, you'll need to complete the [RAI form](#) and keep this with your IV documents. You'll find further guidance on this in the [centre guide for quality nominees](#).

Summary of lead internal verifier responsibilities

Responsibility	Explanation	Timeline
Identify a lead IV for the programme	<ul style="list-style-type: none"> Identify a lead IV for each subject delivered and a lead IV successor to cover absences. If you run multiple programmes from different suites in the same subject, one person can be the lead IV for all of them or you can share the role, depending on staff availability. 	Start of academic year
Complete annual team standardisation	<ul style="list-style-type: none"> Access the <i>centre standardisation materials</i> (CSMs) for each qualification. Access via subject web page > internal assessments > centre standardisation material. 	Start of the academic year/before formal assessment starts/revisit
Support assessment and internal verification within your subject area	<ul style="list-style-type: none"> Hold regular standardisation activities with your team Share information about standards with your team to make sure marking is to national standards Agree and sign off the assessment and internal verification plan for all cohorts from the start of the programme — check units meet the rule of combination and at least one unit will be fully complete before the standards verification sample deadline. Oversee and support internal assessment, and make sure internal verification is consistently applied. Sample internal verification for all assignments and assessors. Authorise a maximum of one resubmission opportunity for any eligible students. Liaise with your SV: make sure assessment and internal verification plans are shared promptly with the SV on request. Make sure the sample is sent before the deadline of 15 May. Check student registrations, external assessment entries and certification claims are accurate and made on time. Monitor student progress and reasonable adjustments. Keep assessment and internal verification documents electronically for 3 years and student work for 12 weeks after they certificate. 	Throughout the year

More resources to help you

BTEC qualification specification

Lead IVs and teams should use the qualification's specification as the first point of reference for all planning and assessment. The specifications include assessment and delivery guidance, with instructions and advice for each unit. You can find your BTEC specifications on our website under their respective subject pages.

Forms and templates

Having clear and consistent records makes it easier to monitor your centre's quality assurance, so we've created a range of useful forms and templates for you to use. You're welcome to use them as they are, or you can use them as a starting point to create your own. Make sure what is in the template is included in your version as a minimum.

They include:

- Assessment plan template
- Internal verification plan template
- Assessment record template
- Internal verification of assignment briefs and assessment decisions
- Record of practical activity and guidance

[Explore our BTEC forms and templates.](#)

We also produce a range of centre guides and guidance on policies. Find everything you need in the useful documents section of our [BTEC quality assurance page](#).

