



# **Centre Guide BTEC Internal Verification**

2025-2026

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# Internal verification made easy

Use this guide to make understanding your role as a BTEC 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 15min 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
- BTEC QCF Specialists, Level 1, and Entry Level (not covered by WBL QA)
- BTEC Level 3 Nationals from 2025 (AAQs)

# Introduction

Internal verification is all about keeping our standards high. It ensures that:

- Your assignment briefs are clear and purposeful.
- You can assess accurately according to national standards and unit criteria.
- Assessments and grades are consistent across the programmes you deliver.

By conducting internal verification, you make sure that every student's work is assessed accurately and fairly. Remember, this process happens after assessment and is distinct from standardisation activities.



**Remember.** Assessors cannot internally verify their own work whether this is an assignment or the assessment of learner work.

The Lead IV will organise the process and may be involved but they are not the only member of the team who can undertake internal verification activities.

# Successful internal verification

When you take on internal verification, you're helping to keep our standards high. Here's how:

- Your assignment briefs are clear and purposeful.
- You can assess accurately according to national standards and unit criteria.
- Assessments and grades are consistent across the programmes you deliver.

By doing internal verification, you ensure that every student's work is assessed accurately and fairly. Remember, this process happens after assessment and is different from standardisation activities. Successful internal verification happens in several ways, and we encourage everyone to commit to this practice. You should do this at the end of each assignment, as internal verification and resubmission opportunities shouldn't be delayed.

To make sure your internal verification is thorough and effective, have these in place:

- A Lead Internal Verifier to oversee quality assurance for that subject.
- A dedicated team of Internal Verifiers who meet regularly to ensure standardisation of procedures.
- An internal verification policy that promotes a strong commitment to quality improvement.
- A risk-based approach to planning internal verification.
- Internal verification processes that are agreed upon and clearly understood by all members of staff delivering and assessing BTEC qualifications.
- A monitoring process at the centre level by the Quality Nominee and for the subject area by the Lead Internal Verifier.

Here are some best practices:

- Use standardised BTEC internal verification forms across the centre.
- Create internal verification schedules to ensure timely implementation of the process.
- Involve all experienced assessors in the internal verification role.
- Recognise standardisation meetings as pivotal to staff development.
- Acknowledge the time required to carry out internal verification.

For detailed guidance on the role of the Lead Internal Verifier, please see the [Centre Guide to the Lead Internal Verifier](#).

## Retaining documents

You need to keep your internal verification documentation, along with other BTEC assessment documents, stored securely for at least **three years** after the certification date. This can be done either physically or electronically.

As for student work, make sure to keep it for at **least 12 weeks** after the certification date, unless you're advised to keep it longer due to unforeseen circumstances. Remember, the 12 weeks start once your Centre receives the certificates.



**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

## Frequently asked questions

### Can we store BTEC assessment documents electronically?

Yes. These documents can be stored securely electronically.

### I'm the only BTEC Assessor in my centre. How can I approach internal verification?

If you're the only BTEC Assessor at your centre, it's a good idea to connect with an experienced centre nearby—they can help guide you through the internal verification process. You can set this up locally, and there's no need to get approval from Pearson first. If that's not possible, a colleague who doesn't work with BTECs can still support you by verifying your decisions. They'll just need to get familiar with BTEC assessment and unit requirements, which you can do together through some standardisation activities. It's also helpful if they join in on the standardisation exercise with you, especially if you're taking on the Lead IV role.

Our Subject Community Pages host forums where you may be able to find support for this scenario.

**If we have an Assessor for a specific subject, can they also register as the Lead Internal Verifier?**

Yes. The Lead Internal Verifier has overarching responsibility for the quality assurance of and overview of the programme delivery and assessment, ensuring standards are met and assessments are accurate. This can be the Assessor for a specific subject however they cannot internally verify their own assessments.

**Can the Lead Internal Verifier teach on the programme?**

Yes. Your Lead Internal Verifier can also teach and assess the programme.

**Should the Lead Internal Verifier complete all internal verification activity?**

No. They don't need to complete all internal verification activities but are able to undertake the activity and should also sub-sample other Internal Verifiers.



# Internal verification of assignment briefs



## Resources needed

- the unit/component specification
- the assignment brief/s
- [internal verification of assignment brief form](#)

So, what should the Internal Verifier actually look for in an assignment brief? Here are the essentials:

- Check that all the unit, component, and programme details are correct.
- Make sure the deadlines are clear, and students have enough time to complete the work.
- See if the brief includes a realistic vocational scenario or context.
- Confirm that all the relevant assessment criteria for the unit or component are shown.
- Double-check which assessment criteria the assignment is targeting.
- Make sure it's clear what evidence students need to submit.
- Ask yourself if the assignment will help students produce the right kind of evidence—and enough of it.

If you're thinking about reusing an assignment from last year, don't forget to update the assessment dates, and make sure the assignment still fits your new group of students. You should review assignments every year before using them again, to make sure they're still effective and to tweak them based on your experience. Updating assignments annually also helps prevent plagiarism and malpractice, since it keeps things fresh for everyone.

## BTEC Nationals from 2025 (AAQs)

The BTEC Nationals from 2025 are assessed via Pearson Set Assignment Briefs (PSABs). These are produced by Pearson with no adaptations allowed, except for hand out and hand in dates. As such there is no IV of the briefs. For further guidance please see the [Centre Guide to Quality Assurance for BTEC Nationals from 2025 \(AAQs\)](#).

## Authorised assignment briefs

Please refer to the following table to confirm how Authorised Assignment Briefs (AABs) should be internally verified:

Assignment brief type	Internal verification activity
Pearson Authorised Assignment Brief ‘off the shelf’ as published	The Internal Verifier must ensure that hand out dates and submission deadlines are appropriate only
Adapted Pearson Authorised Assignment Brief to suit the needs of your students	The Internal Verifier must ensure the full assignment brief is fit for purpose
Your centre’s own assignment briefs	

## Giving Feedback to the Assessor

If you’re giving feedback to an Assessor, use the general comments section on the form to share any advice or guidance you think would be helpful. If you spot something that needs to be fixed, list it clearly in the “actions required” section and make sure your instructions are SMART—so they’re specific, measurable, achievable, relevant, and time-bound.

Whenever you flag an action, the Assessor needs to address it and then send the form back to you for sign-off before anything goes out to students.

It’s important to get your internal verification of assignment briefs done before you hand them out to students—timing really matters.

### Using assignments from other places?

If you’re bringing in assignments from published resources or other centres, you’ll still need to go through the internal verification process. That way, you can be sure they’re right for your students, meet the requirements, and that the resources are in place.

## Frequently asked questions

**Do we have to stick to the Pearson internal verification templates?**

No! You don’t have to use Pearson templates. If you’d prefer something else, feel free to design your own—but just make sure your version covers all the basics that the Pearson templates include.

**I’m thinking about using last year’s assignment brief since it was already checked by my Standards Verifier. Do I still need to internally verify it?**

Yes, you do. It’s important to double-check that the assignment is still relevant for this year’s students and that the timeframe works for the current assessment schedule.

# Internal verification of assessment decisions



## Resources needed

- the unit/component specification
- the assignment brief/s
- learner tracking documents (to select a range of achievement)
- assessed learner work and accompanying assessment record.
- [internal verification of assessment decisions form](#).

## The internal verification sample

Throughout your programme, it's really important that internal verification covers a few key areas:

- You'll want to make sure that every Assessor is included,
- every unit or component gets checked,
- and that you look at student work from every assignment—across all your assessment sites if you've got more than one.

This way, nothing gets missed and everything stays consistent.

There is no requirement that all students must have been internally verified during the lifetime of a programme, although it is good practice to sample as wide a range as possible.

There isn't a set sample size, but it's important to think things through and take a risk-based approach. Here are some things to keep in mind when you're choosing your sample:

- Try to include the full range of assessment decisions—so if you can, look at unclassified, pass, merit, distinction grades.
- Consider your Assessors' experience. If someone is new to assessing, it's a good idea to check more of their decisions than you would for someone who's been doing it for years.

- If you're running a new BTEC programme or introducing a new unit/component, increase your internal verification sample at first, just to be safe.
- Think about the size of your student group and make sure your sample is actually representative.
- If there were any issues flagged up in previous internal or standards verification, be sure to take those into account too.

### **Assessment Standardisation:**

If more than one person is delivering and assessing a programme, they should carry out standardisation ideally at the start of the year and before any formal assessment or internal verification happens. Pearson provides Centre Standardisation Materials (CSMs) for each subject (following the BTEC quality model), which the Lead Internal Verifier can access through the subject webpage>course materials>internal assessments.

The purpose is to agree on what the standard of learner work looks like. This is done by reviewing and discussing a sample of learner work as a team, using the assessment criteria and guidance from Pearson's qualification specification.

Once everyone's on the same page, assessors can go ahead and mark their learners' work individually, followed by internal verification of assessment decisions.

If there's only one assessor delivering the programme, they should still standardise with the person acting as the Internal Verifier.

## **The internal verification sample size**

We are often asked things like "how much internal verification do we need to do?" or "what percentage of work should we sample?". The truth is, there isn't a single answer that fits everyone. Deciding on your sample size depends on a few key things.

Lead internal verifiers should ensure that an appropriate internal verification process is undertaken which is based on risk. That way, you can make sure you're helping colleagues who need it most.

A good starting point for any BTEC programme is to put together an internal verification plan at the beginning of the course or unit.

This plan acts as your guide, helping you pick a sample size that makes sense given factors like:

- Feedback from previous standards verification - especially if there were any concerns about assessment decisions
- The Assessor's experience level

- If the unit/component is brand new, or if there have been big changes in how it's delivered
- Any updates or issues flagged by Pearson's quality assurance processes

Remember, your plan doesn't have to be set in stone. You can always revisit it and adjust the sample size once the programme is underway.

As you go about your work as Lead IV or Internal Verifier, you'll notice other things that might influence which students you pick for internal verification, like:

- The grades Assessors have awarded
- The quality of feedback students are getting
- Staff absences or changes in roles
- Thoughts and suggestions from OFSTED, parents, or colleagues at other centers

Once assessment is all wrapped up, feel free to tweak your sample size. For example, if you notice a lot of high grades coming in, it's a good idea to review more of those. The most effective way to select students for internal verification is after assessment has taken place -because at that point, you're really checking the assessment decisions, not the students themselves.

## The internal verification of assessment decisions process

As the Internal Verifier, your job is to look over the assessor's decisions and check that they're in line with the learning aims, unit or component content, assessment criteria, and the guidance set out in the qualification specifications.

Here's what you'll need to check:

- The assessment criteria reflect the national standard that all BTEC students need to meet.
- The assessor has correctly measured the student's work against those criteria.
- Relevant unit or component content has been covered and assessment guidance has been taken into account.

Just a reminder: while not every piece of content in the specification must be assessed, the important (indicative) content should be included in the learning programme so that students have what they need to hit the standards for assessment and grading.

You'll also want to make sure the assessor's feedback is accurate, is clearly linked to the assessment criteria, and offers the right amount of guidance for the learner.

**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 students 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, feedback should be provided to the Assessor with any actions applied to the whole cohort and not just the students in the internal verification sample.

## Identifying the use of AI during Internal Verification

As has always been the case, and in accordance with section 5.3(j) of the [JCQ General Regulations for Approved Centres](#), **all work submitted for qualification assessments must be the students' own**;

For specific guidance on Assessments and AI use/misuse, please see our [BTEC Centre Guide to Plagiarism](#). You will also find guidance on how to report such instances of AI misuse/assessment malpractice.

Internal verifiers can make a real difference by helping set clear guidelines and standards for how AI is used at the centre level with assessors. It's important to ensure that, if students use AI to support their studies or assessments, it fits with Pearson BTEC's principles of fairness, reliability, and validity. One way to do this is for Internal Verifiers to run training sessions during standardisation meetings, so assessors get familiar with AI technologies and how students might use them in assessments.

Here are a few key things to keep in mind when you're internally verifying assessor decisions:

- Does your assessment record template include a note in the student declaration about AI use? (If you're using Pearson's own Assessment Record Template, this is already covered.)
- Has the assessor flagged—whether in annotations or feedback—where a student has used AI?
- Is AI use properly referenced and noticed by the assessor?
- Has the assessor picked up on any misuse of AI by a student, such as:
  - Copying or paraphrasing sections of AI-generated content, so the work isn't really the student's own
  - Copying or paraphrasing entire responses generated by AI
  - Using AI to complete assessment parts that don't reflect the student's own work, analysis, evaluation, or calculations
  - Not acknowledging when AI tools have been used as a source of information
  - Incomplete or poor acknowledgment of AI tools
  - Submitting work with intentionally incomplete or misleading references or bibliographies

## Timing

Internal verification should happen soon after assessment decisions are made, and definitely before students get their confirmed grades and feedback. If the Internal Verifier spots any errors, it's important that the Assessor corrects them before sharing results with students. This process should take place right after each assignment wraps up—not waiting until the end of the unit—so everything stays on track and students don't miss out on timely feedback or the chance to resubmit if needed.

This way, the details of the assignment are still fresh in everyone's mind, and students aren't left at a disadvantage by having to revisit their work much later. For example, after students hand in their assignments, you'd aim to mark them within a week or two. Then, your assessment decisions should be checked by the Internal Verifier. Only after that should you give students their feedback.

If a resubmission is approved by the Lead Internal Verifier, students have up to 15 working days from when they receive feedback to hand in their revised work.

## Internally verifying resubmissions

If a student asks for a resubmission and there haven't been any issues with the Assessor's decisions on the first attempt, then you don't need to internally verify the resubmission—unless the student's grade actually improves. In that case, the Lead Internal Verifier should

check those decisions to make sure everything is above board and there aren't any concerns about malpractice.

Also, if the first submissions only met the pass criteria but the resubmitted work earns higher-grade criteria, it's important to internally verify a sample of those resubmissions. This ensures that the higher grades are truly deserved, especially since these achievements wouldn't have been picked up during the initial verification of the first submissions.

## Frequently Asked Questions

### **Are electronic signatures acceptable for learner declarations and on Internal Verification documents?**

Yes, Electronic signatures are permitted on all assessment documentation if there is an audit trail to support its authenticity. This also includes student and parental signatures where required. When signing online documents, an electronic signature can be scanned or typed onto the document.

Alternatively, you could validate through:

- a system log to show that the learner/Assessor has submitted the record.



# More resources to help you

## BTEC qualification specification

Programme leaders and teams should use each BTEC 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 qualification's 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.

They include:

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

Explore our 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](#).

