

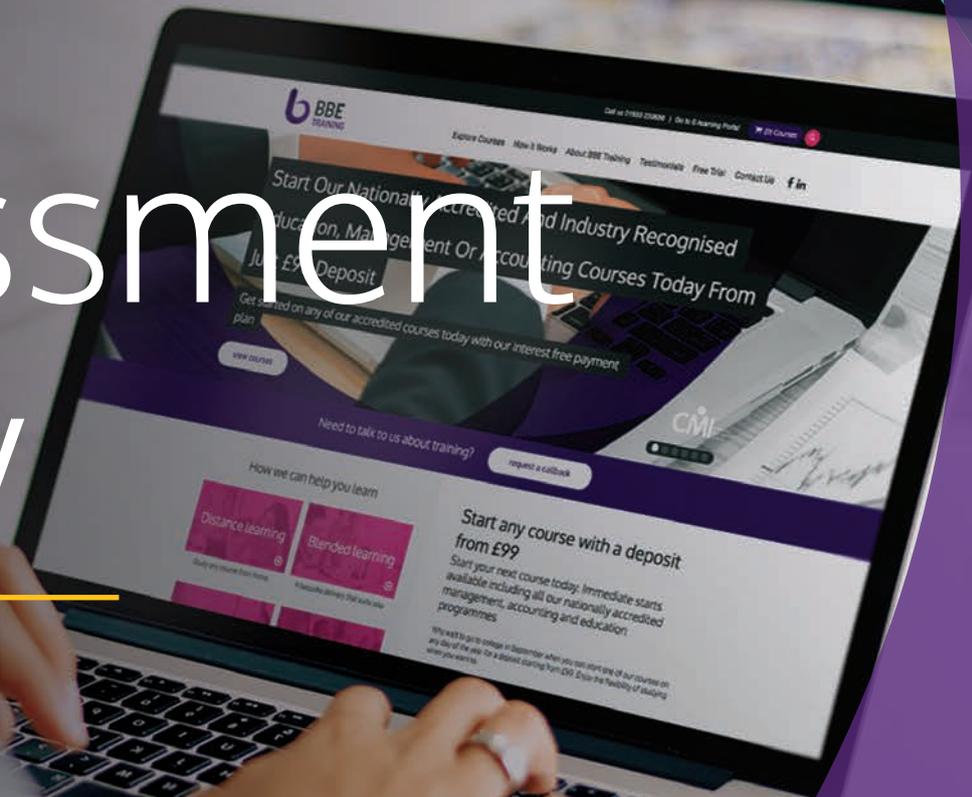


**BBE**  
TRAINING

  
A CITRUS GROUP  
COMPANY

# Assessment Policy

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# Assessment Policy

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## 1.0 Background

BBE Training is committed to ensuring that each student achieves their full potential to:

- increase student retention
- improve student achievement
- ensure continuous quality improvement

This Assessment Policy is the measure through which BBE Training seeks to protect the rights of its students to fair, honest and systematic assessment processes which ensure that standards of quality and equal opportunity are promoted and match the requirements of particular awarding bodies.

This policy is based on national standards for assessment.

## 2.0 Summary of Principles

The principles from which this assessment policy is derived are:

Assessment for all students will be carried out fairly, accurately and systematically.

Forms of assessment will be appropriate for their specific qualifications and programmes.

Assessment schedules for individuals and groups will be carefully planned, including initial and diagnostic assessments, and learners should understand how and when they will be assessed and how their progress will be monitored.

The recording of achievement is systematic and known to the student and relevant staff.

As part of the assessment process, constructive feedback will be provided which helps students progress.

Assessment, standardisation, verification and moderation procedures will be robust, strong and fully meet all relevant requirements of awarding bodies.



## 3.0 Suitability of Assessors and Internal Verifiers/Moderators

### Assessors

Assessors will have sufficient knowledge and understanding of the area being assessed at or above the level being assessed. Where occupational expertise is required, for example with all NVQs, they must have verifiable, relevant current industry experience, knowledge and understanding of the occupational working area at or above the level being assessed. This must be of sufficient depth to be effective and reliable when judging candidates' competence. This may be verified by curriculum vitae, references, possession of a relevant NVQ or vocationally related qualification, membership of a professional institution or interview. This evidence will be available during External Verifier and Moderator visits and kept centrally.

Assessors may only assess in their acknowledged area of occupational competence or knowledge; according to specific awarding body requirements.

Assessors will be required to ensure that they have up to date experience, knowledge and understanding through undertaking and recording of continuing professional development. Records of this will be kept centrally.

Where there is a requirement for Assessors to be registered with a particular awarding body, this (and the subsequent re-registration) shall be the duty of the relevant assessment team.



# Assessment Policy continued

## 3.0 Suitability of Assessors and Internal Verifiers/Moderators continued

Assessors will hold or work towards either the A1 Assess candidates using a range of methods or D32/33 Assess candidate performance using differing sources of evidence, or replacement qualifications. Records of these will be kept centrally and will be available during External Verifier and Moderator visits.

### Internal Verifiers/Moderators

Internal Verifiers/Moderators will have sufficient knowledge and understanding of the area being verified at or above the level being verified. Where occupational expertise is required, for example with all NVQs, they must have verifiable, up to date experience, knowledge and understanding of the particular aspects of work they are verifying. This must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. This may be verified by curriculum vitae, references, possession of a relevant NVQ or vocationally related qualification, membership of a professional institution or interview. This evidence will be available during External Verifier and Moderator visits and kept centrally.

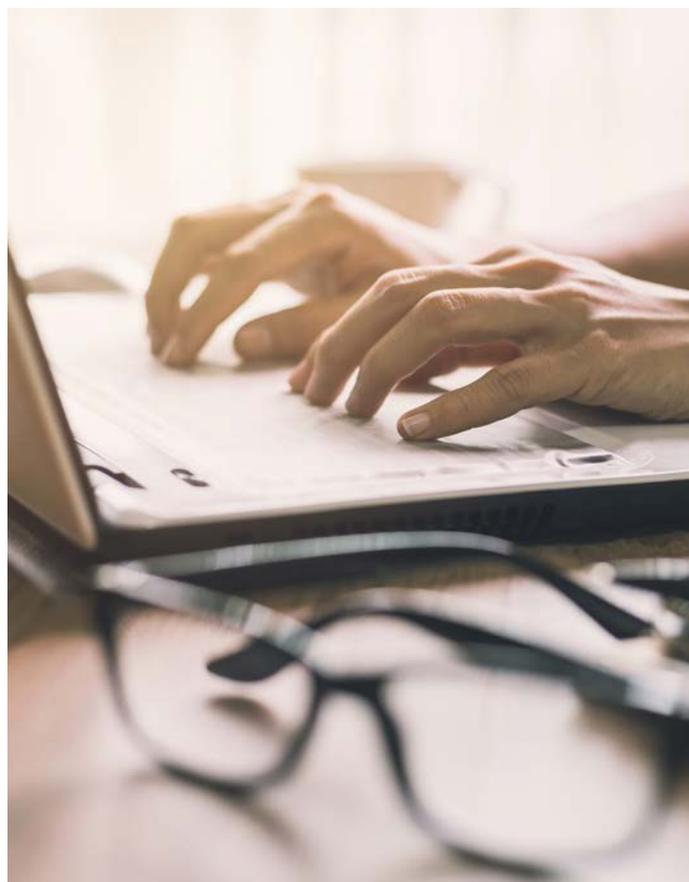
Internal Verifiers/Moderators may only verify assessment decisions in their acknowledged area of occupational competence or knowledge; according to specific awarding body requirements.

Internal Verifiers/Moderators will be required to ensure that they have up to date experience, knowledge and understanding through undertaking and recording of continuing professional development. Records of this will be kept centrally.

Where there is a requirement for Internal Verifiers/Moderators to be registered with a particular awarding body, this (and the subsequent re-registration) shall be the duty of the relevant assessment team.

Internal Quality Assurers/Moderators will hold or work towards either the Level 4 Internal Quality Assurance Qualification or V1 Internal Verifier Qualification or the older D34 Qualification. Records of these will be kept centrally and will be available during External Verifier and Moderator visits.

## 4.0 Acceptable evidence for NVQs and other vocational qualifications



### Direct evidence

Direct evidence produced through normal performance in the workplace is the primary source for meeting the requirements of NVQs and other vocational qualifications. This includes naturally occurring documentary evidence (hard copy and electronic), direct observation of activities and witness testimony as relevant. Assessors and Internal Verifiers are required to check specific requirements of particular awarding bodies to ensure that evidence is acceptable.

Workplace evidence must be supported by the required evidence of knowledge and understanding.

A holistic approach towards the collection of evidence is expected. The focus should be on assessing activities generated by the whole work experience rather than focusing on specific tasks in order to make the most efficient use of evidence.

### Simulated working conditions

For most awarding bodies, simulations may only be used where candidates are prevented from gathering direct evidence from the workplace.

Instances where simulation is considered to be acceptable will be determined by the relevant awarding body.



# Assessment Policy continued

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## 6.0 Performance Standards

Students have access to initial and, where identified as necessary, diagnostic assessment which leads to the provision of an Individual Assessment Plan and access to learning support where need is identified.

There is recognition of prior experience and access to the assessment of prior learning/achievement as appropriate.

Special considerations granted by awarding bodies in specified cases will be reflected in assessment practices.

At induction students are given full information in the form of an assessment plan which is relevant to the whole of their learning programme and which specifies:

- the assessment criteria relevant to their programme
- assessment procedures including the timing of assessments
- external and internal regulations affecting their assessment
- provision for those with additional needs
- assessment appeals procedure

Assessment procedures are fair in that they:

Are clearly communicated to students and that checks are made to ensure that students understand the assessment requirements;

Do not discriminate against students as a result of age, culture, disability, ethnicity, gender, nationality, religion, or sexual orientation;

Recognise and make explicit to those with learning and physical disabilities the limitations of meeting assessment requirements. Any necessary and reasonable measures will be taken to ensure that individuals are able to achieve.

Are valid, reliable and meet all required criteria.

There are procedures in place to ensure that assessment evidence is authentic.

There are systems in place for internal verification and moderation.

Students actively contribute to the formative assessment process.

Assessment methods are appropriately diverse and varied and contribute to the validity of the assessment process.

Assessment outcomes are shared with the student and are recorded and reviewed systematically in line with the requirements of the assessment plan.

Up to date records are kept of student progress and achievements at all times, by course managers/personal tutors, assessors and internal verifiers/ moderators who take an active overview of student progress.

The examination and assessment services are of a high quality and ensure the effective co-ordination of assessment arrangements and the provision of information to students, staff and other interested parties.

Effective arrangements exist for the early notification to students of internally and externally set assessments.

All work required for external verification or moderation will be made available in good time to verifiers/moderators with administrative details accurately completed as specified.

All internally assessed work will be marked, internally verified/moderated where required and returned to the student within three working weeks of submission.



# Assessment Policy continued

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## 7.0 Quality Assurance

Achievement information will be the subject of monitoring and evaluation by staff teams at all levels and will inform BBE Training Directors. Under-achieving programmes will be subject to management action necessary to remedy under performance.

Assessment practice will be reviewed annually as part of BBE Training's quality improvement framework and will be integral to the self-assessment process. Staff at all levels are responsible for ensuring that the implementation of this policy forms part of the annual review and self-assessment process and that improvements are clearly identified within action plans.

For NVQ programmes, decisions by unqualified assessors will be countersigned by a suitably qualified assessor.



## 8.0 Assessment Malpractice - Staff

Malpractice consists of acts carried out by staff which may undermine the integrity and validity of assessment or certification.

### Scope of Malpractice

The following are examples of malpractice by staff.

- Alteration of awarding body assessment and grading criteria.
- Producing falsified entry or achievement statements or claims.
- Allowing evidence known to be falsified or inauthentic to be included in a learner's assignment or portfolio.
- Failure to maintain appropriate levels of security or confidentiality for assessment details or records.

### Accountability

The Director of BBE Training is responsible for dealing with alleged malpractice and conducting investigations resulting from allegations of malpractice.

The BBE Director is responsible for ensuring that all staff are aware of the requirements of awarding bodies.

BBE Training are responsible for ensuring that all records are maintained in accordance with awarding body regulations.

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# Assessment Policy continued

## 8.0 Assessment Malpractice - Staff continued

### Investigating alleged malpractice

The Director of BBE Training will deal with awarding bodies directly.

It is the responsibility of the Director of BBE Training to carry out investigations into allegations of malpractice.

If malpractice is suspected, the BBE Training must make the accused fully aware, in writing, of the nature of the alleged malpractice and possible consequences. If the learner is under 19, his/her guardian must be informed.

BBE Training must give the accused the opportunity to respond in writing to the allegations made.

Appeal will be to the Director of BBE Training within 14 days of notification of outcome and in line with staff disciplinary procedures.

## 9.0 Plagiarism

Plagiarism is defined as the presentation of someone else's work, words, images, ideas, opinions or discoveries, whether published or not, as one's own, or alternatively appropriating the artwork, images or computer generated work of others, without properly acknowledging the source, with or without their permission.

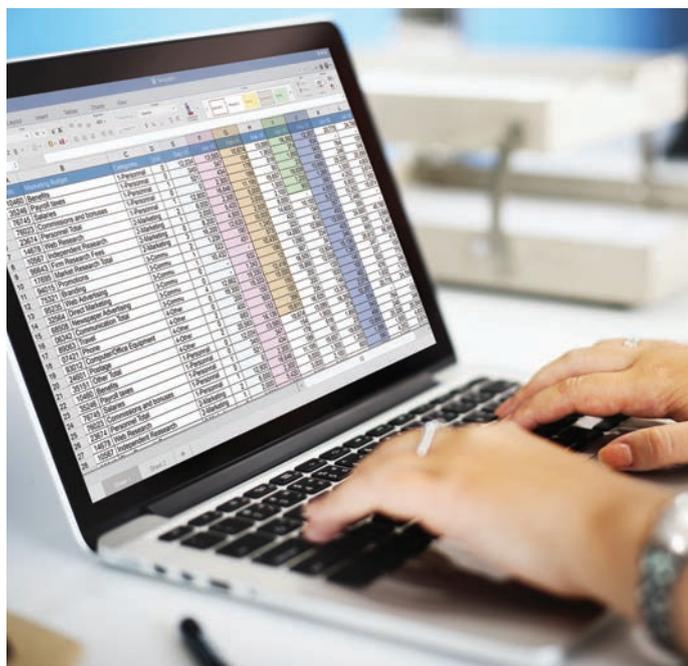
Plagiarism, cheating and collusion and attempting to obtain an unfair academic advantage are entirely unacceptable and not allowed. As such, these forms of plagiarism will be subject to disciplinary regulations, as stated in the Academic Misconduct Policy to which reference should be made.

## 10.0 Relevant Policies and Procedures

In order to effectively implement and interpret this policy reference should be made to the following procedures and documents including:

- Academic Misconduct Policy
- Managing Student Performance Procedure
- Managing Teacher Performance Procedure
- Procedure for Appeals against Assessment
- Internal Verification/Moderation Policy
- Academic Disciplinary Procedure
- Staff Disciplinary Policy

## 11.0 Context



This policy is set within the context of other Companies policies and procedures and should be interpreted in the context of:

- Academic Misconduct Policy
- Single Equality Scheme
- Internal Verification/Moderation Policy
- Observation of Learning and Teaching Policy
- Tutorial Policy
- Admissions Procedures
- Academic Misconduct Policy
- Code of Personal Conduct
- Racial Discrimination Act

