



BBE
TRAINING



A CITRUS GROUP
COMPANY

BBE Assessment & Internal Verification Policy



1. Purpose and Scope

BBE Training is committed to fair, valid, reliable, consistent and transparent assessment. This policy sets out the controls used where qualifications or programmes include internal assessment, internal quality assurance/internal verification, moderation and Recognition of Prior Learning (RPL). It applies to learners, assessors, tutors, Internal Quality Assurers (IQAs)/Internal Verifiers (IVs), programme leads, the Quality Manager and the Head of Centre.

The policy builds on BBE Training's existing principles that assessment should be fair, accurate and systematic, that achievement should be recorded consistently, and that assessment, standardisation, verification and moderation arrangements should meet awarding-body requirements.

2. Core Assessment Principles

- Assessment decisions will be based only on valid, authentic, current, sufficient and reliable evidence against the published assessment criteria.
- Learners will receive clear information about assessment requirements, methods, timescales, feedback, appeals and any permitted reasonable adjustments.
- Assessors and IQAs/IVs will work only within areas in which they are occupationally competent and appropriately qualified or working towards the required qualification.
- Assessment decisions will be free from discrimination and conflicts of interest and will comply with the requirements of the relevant awarding organisation.
- Learner work will be assessed and internally quality assured within agreed service standards. BBE Training's existing policy expectation is that internally assessed work is returned within three working weeks of submission.

3. Roles and Responsibilities

Role	Key responsibilities
Assessors / Tutors	Plan assessment, brief learners, judge evidence against criteria, provide feedback, record decisions accurately, identify RPL opportunities, maintain competence and CPD, and respond to IQA actions.
QA / Internal Verifier	Plan and carry out risk-based sampling, verify assessment decisions and feedback, monitor assessor practice, record findings and actions, lead or contribute to standardisation, and confirm that claims for certification are supported.
Quality Manager	Owns the quality assurance framework, reviews sampling and performance information, resolves significant quality issues, monitors standardisation and CPD, and escalates awarding-body matters.
Head of Centre	Provides oversight, approves significant corrective action, ensures sufficient resources and competent staff, and supports escalation where assessment integrity may be affected.

Maintains learner and registration records, supports secure storage and access controls, and ensures approved achievement information is accurately processed for awarding-body claims.

4. Assessment Process

1. Confirm learner suitability, registration and any support or reasonable-adjustment requirements.
2. Provide an assessment plan and explain criteria, methods, evidence requirements, deadlines, feedback and appeals.
3. Collect and authenticate evidence. Evidence may include written work, professional discussion, observation, witness testimony, workplace products and other methods permitted by the qualification.
4. Assess evidence against the published criteria and record the decision, rationale and feedback.
5. Where required by the IQA strategy, submit the assessment decision and supporting evidence for internal verification before achievement is confirmed.
6. Complete any actions identified through internal verification and retain an auditable record of the final decision.

5. Recognition of Prior Learning (RPL)

RPL may be used where a learner can demonstrate that existing knowledge, skills or achievement meets the relevant learning outcomes or assessment criteria. RPL does not reduce the required standard; it changes the source of evidence used to demonstrate that standard.

- The learner and assessor identify the learning outcomes or criteria for which prior learning may be relevant.
- The assessor explains the evidence required and checks that it is authentic, current, relevant and sufficient.
- Evidence is mapped clearly to the assessment criteria. Where gaps remain, additional assessment is undertaken.
- The assessor records the RPL decision and rationale in the same way as any other assessment decision.
- RPL decisions are included within the IQA sampling strategy and may be subject to enhanced sampling where the risk, volume or complexity warrants it.
- Previous certificates or achievement may be considered only where permitted by the awarding organisation and where the evidence can be verified.

6. Recording Assessment and Internal Verification Decisions

Every assessment and internal verification decision must create a clear audit trail. Records must show what was assessed, the evidence considered, the criteria covered, the decision reached, who made the decision, when it was made, and any actions or follow-up required.

6.1 Assessment records

- Learner name/identifier, qualification, unit and assessment activity.
- Submission or assessment date and assessor name.
- Assessment criteria or learning outcomes assessed.
- Decision for each criterion, with sufficient rationale to show how the evidence met or did not yet meet the standard.
- Constructive feedback and any resubmission/action required.

- RPL mapping and decision, where applicable.
- Date the decision was communicated to the learner.

6.2 Internal verification / IQA records

- Sampling plan identifying assessors, learners, units, assessment methods and risk factors.
- Sample selected and reason for selection.
- IQA/IV decision on the validity and consistency of assessment judgements and quality of feedback.
- Any actions, responsible person and completion deadline.
- Evidence that actions have been completed and signed off.
- Standardisation points or recurring themes identified from sampling.
- Final confirmation where an assessment decision is changed or certification is affected.

7. Maintenance and Security of Records

Assessment, RPL, sampling, verification, standardisation, qualification and CPD records will be maintained securely and in a format that can be retrieved for internal review, external quality assurance and awarding-body audit. BBE Training will maintain records in accordance with the retention periods and data requirements set by the relevant awarding organisation and applicable data-protection requirements.

- Electronic records will be held on approved BBE Training systems with access restricted to authorised personnel.
- Version control will be used where records are amended; the final approved assessment and IQA decision must remain identifiable.
- Learner evidence and assessment records must not be deleted while they remain within the required retention period.
- Records required for external verification/moderation will be made available promptly and accurately.
- Confidential information will be shared only where there is a legitimate operational, quality, regulatory or legal requirement.

8. Internal Verification and Sampling

The IQA/IV process will use a planned, risk-based approach rather than relying solely on a fixed percentage. The sampling strategy will be sufficient to provide confidence in the quality and consistency of assessment decisions across assessors, learners, units, assessment methods and delivery modes.

- New, inexperienced, trainee or previously under-performing assessors will receive increased sampling.
- Higher-risk assessment methods, RPL decisions, unusual evidence, borderline decisions and areas with previous actions may receive enhanced sampling.
- Sampling will include both assessment decisions and the quality, timeliness and usefulness of assessor feedback.
- The IQA/IV must not internally verify their own assessment decisions. Conflicts of interest must be declared and managed.
- Where an IQA identifies an incorrect or inconsistent decision, the learner must not be disadvantaged. Corrective action will be documented and, where necessary, the sample will be widened.

9. Performance Management and Evaluation

BBE Training will monitor the effectiveness of assessment and internal verification through its quality improvement and staff performance processes. Achievement information and assessment practice will be reviewed by relevant staff and management, with under-performance leading to proportionate management action and improvement planning.

9.1 Measures used

- Timeliness of marking, feedback and IQA activity.
- Accuracy and consistency of assessment decisions, including the number and nature of decisions changed through IQA or external quality assurance.
- Completion of IQA actions by agreed deadlines.
- Learner achievement, progression, resubmission and appeal patterns.
- Learner feedback and complaints relating to assessment.
- External quality assurance findings, sanctions, actions or recommendations.
- Participation in standardisation and completion of required CPD.
- Quality of assessment feedback and record keeping identified through sampling.

9.2 Performance response

Where concerns are identified, the Quality Manager may agree targeted support, increased sampling, observation, mentoring, additional standardisation, mandatory CPD or a formal improvement plan. Serious or repeated concerns may result in suspension of assessment or IQA duties until competence is demonstrated. Actions and review dates will be recorded and monitored to closure.

10. Standardisation

Standardisation ensures that assessors and IQAs interpret assessment criteria consistently and apply comparable standards. It will take place annually and additionally whenever quality information indicates a need.

10.1 Minimum standardisation points

- At the start of a new qualification, unit, assessment method or awarding-body specification.
- Before or early in delivery where more than one assessor is making decisions on the same qualification or unit.
- At regular quality meetings during the delivery cycle, normally at least quarterly for active provision involving multiple assessors.
- Following significant awarding-body updates, external quality assurance feedback, appeals, complaints or identified inconsistencies.
- When a new assessor or IQA joins a programme, or when an individual returns after a significant break.

10.2 Standardisation method and records

Activities may include blind or cross-marking, comparison of assessment decisions, review of exemplar evidence, discussion of borderline cases, RPL case reviews and calibration against awarding-body guidance. Minutes or standardisation records will identify attendees, materials reviewed, decisions agreed, actions, owners and deadlines. Agreed outcomes will be communicated to anyone unable to attend and incorporated into future assessment practice.

11. Continuing Professional Development (CPD)

Assessors and IQAs/IVs must maintain current occupational, subject, assessment and quality-assurance competence. BBE Training's existing policy requires assessors and internal verifiers to undertake and record CPD, with records retained centrally.

11.1 CPD process

- At appointment and at least annually, competence and development needs are reviewed against the qualifications and duties allocated to the individual.
- Each assessor and IQA maintains a CPD record showing the activity, date, learning gained and how it will be applied.
- CPD may include awarding-body updates, sector practice, professional membership activity, standardisation, assessor/IQA training, webinars, relevant qualifications, peer observation and occupational updating.
- The Quality Manager reviews CPD records at least annually and may request evidence where an activity is material to continued competence.
- Where a gap is identified, a development action and completion date will be agreed. Assessment or IQA activity may be restricted until essential competence is restored.
- CPD effectiveness is evaluated through sampling, standardisation, external quality assurance outcomes and staff performance review, not solely by attendance at training.

12. Appeals, Malpractice and Assessment Integrity

Learners have the right to challenge assessment decisions through BBE Training's assessment appeals procedure. Suspected malpractice, plagiarism, falsified evidence or other conduct that may undermine assessment integrity will be handled under the relevant BBE Training malpractice/academic misconduct procedures and reported to the awarding organisation where required.

13. Monitoring, Review and Continuous Improvement

The Quality Manager and Head of Centre will review the implementation of this policy at least annually. The review will consider assessment and IQA performance data, standardisation records, CPD, learner feedback, appeals and complaints, external quality assurance reports, awarding-body changes and any incidents affecting assessment integrity. Improvement actions will be recorded, allocated to a responsible person and monitored to completion.

14. Related Policies and Records

- Assessment Appeals Procedure
- Malpractice and Maladministration Policy
- Academic Misconduct / Plagiarism Policy
- Equality, Diversity and Inclusion Policy
- Reasonable Adjustments and Special Consideration procedures
- Learner Induction Process
- CPD Policy
- IQA sampling plans and reports
- Standardisation records
- Assessor and IQA CPD records

15. Policy Review

Policy version

September 2026

Review frequency

Annually, or sooner following material regulatory/awarding-body change

Responsible roles

Head of Centre and Quality Manager

Next scheduled review

June 2027

