ABM Training Centre

Assessment and Verification Policy

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1. Introduction

At the ABM Training Centre we are committed to delivering high-quality assessments that are fair, valid, and reliable. Our approach ensures that learners are given the best possible opportunity to demonstrate their knowledge, skills, and competence in line with ILM qualification requirements. To achieve this, we have structured processes in place for assessment planning, internal quality assurance (IQA), and external verification. These procedures uphold the integrity of our qualifications and maintain consistency across assessors, supporting both learners and staff in achieving the highest standards.

2. Assessment Planning and Implementation

Effective assessment planning is key to ensuring that learners can successfully meet the required standards. All assessments are carefully designed to align with ILM qualification/assurance specifications, ensuring that they are clear, transparent, and accessible to all. Learners receive well-structured assessment briefs, which outline the expected learning outcomes, the format of submission, and any specific conditions that must be adhered to.

To maintain the authenticity of learner evidence, we require all submitted assignments to be accompanied by a signed declaration confirming that it is the learner's own. We use plagiarism detection tools where appropriate and encourage assessors to verify originality through professional discussions or direct observations. Ensuring that learner evidence is authentic is a fundamental part of our process, protecting the credibility of qualifications awarded through our centre.

Courses are designed to use a number of different assessment tools throughout our on-line courses, which includes quizzes/tests, reflections, observations by tutors, peer assessments etc.

Assessment records and learner evidence are securely stored for a minimum of three years after certification. We retain a structured sample of work for internal quality

assurance and external verification purposes, ensuring that assessment decisions can be reviewed and verified as necessary.

To maintain fairness and reliability, assessments follow a structured marking process, with assessors working to a clear framework to ensure consistency. Regular standardisation meetings take place to discuss assessment decisions, share best practices, and resolve any inconsistencies. Where assessments are subject to specific conditions, such as controlled environments or time constraints, we ensure that these requirements are met and fully understood by learners and staff.

3. Use of Artificial Intelligence (AI) in Assessments

As AI tools become more widely available, the ABM Training Centre recognises both the opportunities and risks they present in assessment and learning. While AI can be a valuable tool for research, idea generation, and study support, its use in assessments must not compromise the authenticity and validity of learner evidence.

To ensure fairness and maintain the integrity of ILM qualifications, learners are required to submit work that reflects their own knowledge, skills, and understanding. The use of AI-generated content in assessments must be fully disclosed and appropriately referenced where applicable. Work that is entirely AI-generated and not critically engaged with by the learner will not be accepted as valid evidence of competence.

Assessors will be trained to identify AI-generated content and to assess whether its use aligns with learning objectives. Where necessary, additional verification methods, such as professional discussions, direct observations, anti-plagiarism analysis tools or viva-style assessments, may be used to confirm a learner's understanding.

Cases where AI has been used improperly, such as submitting unmodified AI-generated responses or failing to acknowledge AI assistance where required, may be considered malpractice and dealt with under the ILM's malpractice procedures.

Learners and staff will be provided with the ABM's AI Usage Guidance document which gives clear guidance on the appropriate and ethical use of AI in assessment contexts to ensure that technology is used responsibly and in a way that supports, rather than undermines, genuine learning.

3. Internal Quality Assurance (IQA) Processes

Internal quality assurance plays a crucial role in maintaining the credibility of our assessments. Our IQA approach, as laid down in our ABM IQA Manual, is designed to ensure that assessments are conducted fairly, consistently, and in accordance with ILM standards. A dedicated Lead IQA oversees the verification process, working closely with assessors to monitor and improve assessment practices.

Sampling plans are in place to verify assessment decisions and ensure they are robust. We take a risk-based approach to sampling, focusing on a cross-section of learner work to check for consistency and accuracy. The IQA provides constructive feedback to assessors to support their professional development and enhance the overall quality of delivery.

Assessors and IQAs are required to meet ILM's occupational competence requirements, and we support their ongoing professional development through regular training and performance reviews. This includes continuous professional development (CPD) activities, coaching conversations, and peer observations to ensure that the team remains up to date with best practices and regulatory expectations. We maintain detailed records of staff qualifications, training, and CPD to demonstrate our commitment to maintaining high standards.

To uphold academic integrity, we have clear procedures in place for dealing with suspected malpractice or plagiarism. Learners are provided with guidance on ethical assessment practices, and any suspected cases of malpractice are investigated in line with the ILM Malpractice formal procedures. Where necessary, appropriate sanctions are applied, and records of all incidents are maintained for quality assurance purposes.

4. External Verification (EV) Procedures

Engagement with ILM's External Verifiers is an essential part of our quality assurance process. We ensure that all assessment records, learner evidence, and IQA reports are readily available for external sampling and verification. Feedback and recommendations from External Verifiers are taken seriously, and action plans are developed to address areas for improvement.

Where applicable, we retain records of previous External Quality Assurance (EQA) reports and use them to guide continuous improvement. By reviewing past feedback and maintaining open communication with ILM, we ensure that our assessment and verification processes remain aligned with best practices and regulatory requirements.

5. Review and Continuous Improvement

We recognise that maintaining high standards in assessment and verification is an ongoing process. This policy is reviewed every three years or earlier if required to reflect any updates in ILM requirements or regulatory guidance. Feedback from assessors, IQAs, learners, and External Verifiers is actively sought to inform improvements.

By maintaining a robust yet flexible approach to assessment and verification, we ensure that our learners receive a high-quality experience that is both supportive and rigorous. Our goal is to uphold the integrity of ILM qualifications while creating an environment where learners can demonstrate their abilities with confidence and fairness.

6. **Credit Accumulation & Transfer Process**

At the ABM Training Centre, credit accumulation and transfer (CAT) is managed through our Canvas Learning Management System (LMS). Learners' completed units are recorded in the LMS, ensuring transparent tracking of progress. When learners wish to transfer credits, their assessment records, feedback, and certification details are securely stored and verified. Our **I**QA team reviews prior achievements to determine eligibility for credit transfer, aligning with ILM and qualification frameworks. Learners receive guidance on how their accumulated credits can contribute to further qualifications, reducing redundancy in learning. Requests are processed efficiently to ensure a seamless learning journey.

7. Recognition of Prior Learning (RPL) Statement

1. Purpose

The ABM Training Centre is committed to ensuring that learners receive appropriate recognition for their prior achievements. This policy sets out a structured approach for assessing and mapping prior learning against current ILM qualifications, ensuring fairness, transparency, and compliance with ILM's Recognition of Prior Learning (RPL) framework.

2. RPL Process

1. **Initial Assessment:**
   a. Learners who believe they have demonstrable prior knowledge, skills, or qualifications relevant to their chosen ILM programme must complete an RPL Application Form, providing supporting evidence such as transcripts, certificates, or portfolio work.
2. **Evidence Review & Mapping:**
   a. The Internal Quality Assurer (IQA) will review the submission against ILM qualification standards and learning outcomes.
   b. The Assessment & Verification Team will cross-check evidence using the Canvas LMS for accuracy and alignment.
   c. If required, a professional discussion or competency assessment may be conducted to validate skills and knowledge.
3. **Decision & Credit Allocation:**
   a. Learners may receive full or partial exemptions from specific modules based on their verified prior achievements.

b. Approved RPL decisions will be recorded in the learner's file and on the Canvas LMS, ensuring transparent tracking.

4. **Notification & Appeals:**

a. Learners will receive formal confirmation of their RPL outcome within 20 working days.

b. If a learner disagrees with the decision, they may appeal using the Learner Appeals Procedure.

3. Compliance & Quality Assurance

- All RPL applications are assessed following ILM's assessment principles to ensure validity, authenticity, and reliability.
- A sample of RPL decisions will be included in internal quality assurance (IQA) sampling plans.
- Records of all RPL assessments and decisions will be retained for a minimum of three years for audit purposes.

This policy ensures that prior learning is fairly and consistently recognised, enabling learners to progress efficiently through ILM qualifications

Document Version History			
1.0	4/02/2025	Liz King	First Draft
1.1	05/02/2025	Ben Jacobs	Credit Accumulation and RPL