

## Standardisation and Benchmarking Policy

### 1 General

- 1.1 This policy statement aims to describe what Skills and Education Group Awards<sup>1</sup> does to ensure that standards<sup>2</sup> are applied consistently by Centres and our own staff and subcontractor teams.
- 1.2 Standardisation is an activity which provides a forum for review through which sample assessment evidence is compared across Centres<sup>3</sup> and years and measured against an agreed benchmark.
- 1.3 A benchmark is a point of reference by which all assessment evidence can be measured over time.
- 1.4 We will, during the application of our regulated activities:
  - set appropriate standards through the development process;
  - provide delivery and assessment guidance and, where appropriate, exemplar materials to centres to support the interpretation of the standard;
  - provide additional guidance for Centres through e.g. sector / subject events; general and specialist advice (advisory visits); access to sector / subject specialists; access to named Customer Support Officers.
  - ensure consistency and maintain rigour in the assessment and quality assurance procedures in Centres;
  - ensure consistency and maintain rigour in the marking and moderation of external assessments;
  - prepare plans for standardisation and review;
  - establish sample benchmarks and retain sufficient evidence to monitor standards across Centres and over time;
  - provide feedback to Centres on the outcomes of standardisation and review activities.

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<sup>1</sup> Skills and Education Group Awards is a recognised Awarding Organisation and part of Skills and Education Group.

<sup>2</sup> These include Apprenticeship, Qualification (grading and levelling), National Occupational.

<sup>3</sup> A 'Centre' in the context of this document applies to organisations, whether a training organisation, educational institution or employer that deliver Skills and Education Group Awards' qualifications and / or assessments to individuals and as such has a duty of care with respect to the individual as a learner.

## **2 Monitoring the Standard**

2.1 In accordance with internal quality assurance procedures we will:

- induct and train sector/ subject specialists in the subcontractor roles of development specialist, external moderator, external examiner, independent end-point assessor (IEPA), quality assurance moderator / auditor;
- provide regular CPD and support;
- monitor standards and consistency of practice and judgement through a variety of annual quality assurance procedures.

2.2 In accordance with the external moderation process<sup>4</sup>, we will:

- provide specialists with procedures and guidance for the external moderation;
- monitor assessment activity as fit for purpose;
- monitor Centre assessor and quality assurance practice in maintaining the standard and consistency of assessment outcomes;
- collect assessment evidence for standardisation activity and for measuring standards over time;
- monitor moderator performance.

2.3 In accordance with the independent / external assessment process<sup>5</sup>, we will:

- provide specialist examiners/ assessors with detailed procedures and guidance for the writing, reviewing and marking of independent / external assessment tasks and examinations;
- moderate a sample of marked scripts/ assessment decisions across centres and examiners / assessors;
- periodically review externally set questions / assessments and candidate responses to inform planning, development and review;
- monitor examiner / assessor performance.

2.4 In accordance with standardisation and review, we will;

- ensure that specialist teams continue to have a common understanding of the standard of achievement required in their sector / subject area;

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<sup>4</sup> Cf. External Moderation Policy

<sup>5</sup> Cf. External Assessment Policy

- identify issues of content, level and size to feedback into the planning and development and review process;
- monitor assessment and achievement standards of units common across sector / subject areas;
- report on the outcomes of standardisation.

### **3 Requirements of Centres**

- 3.1 In support of our standardisation and review process, Centres will be required to provide copies of assessment evidence in addition to that required through standard monitoring activity.
- 3.2 An annual plan will determined what will be reviewed. Centres will be chosen to provide this assessment evidence based on their centre type and number of enrolments.
- 3.3 When requested the Centre must:
- email assessment evidence to us which clearly indicates the title, the unit number<sup>6</sup> and assessment criteria references<sup>7</sup> to which the evidence refers;
  - include the details of the assessment task / brief;
  - remove all references to the identity of the learner, Centre and centre staff.

### **4 Quality Assurance**

- 4.1 This policy is reviewed annually to ensure it continues to meet the needs of our stakeholders and Regulators<sup>8</sup>.

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<sup>6</sup> Ofqual's unit number e.g. J/600/246/X as found in Qualification Guides.

<sup>7</sup> As found in Qualification and Apprenticeship Standard Guides.

<sup>8</sup> Which may include Ofqual in England; Qualification Wales; CCEA in NI for regulated qualifications; IfA / EQA for Apprenticeship Standards and any other regulator to which we may be subject.