

## 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 sub-contractor 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 a sector / subject specialists;
    - access to named Centre 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;

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<sup>1</sup> Skills and Education Group Awards is a recognised awarding organisation and part of the 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.

- 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.

## **2 Monitoring the Standard**

2.1 In accordance with internal quality assurance procedures we will:

- induct and train sector / subject specialists in the sub-contractor 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;

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

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

- 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;
- identify issues of content, level and size to feed back 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 determine 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;
- clearly show assessor decisions and feedback;
- remove all references to the identity of the learner, centre and centre staff.

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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

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