

The Bosco Centre	
Policy:	Procedures for Standardisation meetings
Applies to:	College and Independent School
Reviewed:	October 2018
Next Review:	October 2019

Statement

It is a process which ensures all staff, for example, teachers, trainers, assessors and quality assurers interpret and follow the requirements of the programme or qualification in the same way. The process helps ensure all those involved are consistent and fair to all learners throughout their time with the organisation.

Standardisation of practice enables people to work as a team rather than on their own and helps them to give an equitable service to learners. However, any individual learner needs should always be taken into account. This may mean differentiating some teaching, learning and assessment materials to suit the particular needs of learners. Discussion on the unit/elements, what is asked of the learner to complete adequately

Study together of criteria for evidence

- What needs to be there for content and consistency – does it meet with all national standards?
- Signing of work by learner, with dates - authenticity
- Agreement reached on validity, authenticity, currency and sufficiency - what is needed?
- Give out evidence material along with assessment plan and evidence sheet, and standards, from a chosen unit/two elements at least

1. Marking on own
2. Discussion of findings
3. Discussion of own assessments lack of rigour or otherwise - weaknesses and non-completions
4. Variety of evidence
5. Reliability, authenticity, currency and sufficiency
6. Come to an agreement about competency or more to be done to be competent
7. Make recommendations about sharing good practice for each one

Learn from it our own assessor practices, our own lack of rigour/or the opposite
We may need to change our practises, tighten up on signing, signs of authentication, look for more evidence, etc... It makes us better assessors. It also shows that we are applying “robust systems” to our quality assurance, which we must all own.