

Regent College London

Policy and Procedure for Standardisation of Student Assessed Work Higher Nationals

1. Purpose

1.1 To provide a policy and procedure for the standardisation of Higher National student assessed work to ensure that lecturers are marking consistently, to an appropriate academic standard and providing individualised feedback.

1.2 To ensure that student assessment meets the requirements of the QAA UK Quality Code and of Pearson as the Higher National awarding organisation.

2. Background

2.1 Regent College London (the College) operates a robust assessment process across its higher education provision and has met the requirements of Pearson, as the awarding organisation for the Higher National courses, and the QAA Higher Education Review (AP) and QAA Annual Monitoring requirements. Both organisations regard the assessment of student work as being conducted at the appropriate academic standard and that the assessment process overall is being effectively managed by the College.

2.2 Standardisation meetings are concerned with achieving consistency of marking and the provision of feedback to students. This policy and procedure is designed to address the specific aspects of student assessment and the provision of feedback.

2.3 This standardisation policy and procedure should be read and used in conjunction with the most recent Pearson External Examiner Report.

3. QAA Quality Code

3.1 This Policy aligns with the UK Quality Code core and common practices in

Expectation for Standards:

The academic standards of courses meet the requirements of the relevant national qualifications framework.

The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.

- The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.
- The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

Expectations for Quality:

Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.

From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

- The provider designs and/or delivers high-quality courses.
- The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.
- The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.
- The provider actively engages students, individually and collectively, in the quality of their educational experience.
- The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.
- Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.
- The provider supports all students to achieve successful academic and professional outcomes.
- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider's approach to managing quality takes account of external expertise.
- The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

This Policy also incorporates the following Guiding Principles set out in the Advice and Guidance for Assessment:

- 1. Assessment methods and criteria are aligned to learning outcomes and teaching activities
- 2. Assessment is reliable, consistent, fair and valid
- 4. Assessment is inclusive and equitable
- 5. Assessment is explicit and transparent
- 6. Assessment and feedback is purposeful and supports the learning process

- 7. Assessment is timely
- 9. Students are supported and prepared for assessment
- 10. Assessment encourages academic integrity

4. Policy and procedure

4.1 The Cohort Leaders and Programme Leaders are responsible for convening, organising and running standardisation meetings.

4.2 Standardisation meetings should take place at least once each semester and should include the following areas for discussion and agreement with all lecturers who have responsibility for setting and/or marking and providing formal written feedback to students:

- (a) Pearson assessment criteria for pass, merit and distinction and how these are represented in assignment tasks
- (b) Consistency of marking by lecturers who mark the same assignment for the same unit, especially in relation to ensuring that all learning objectives are met to award a pass and clarification on the requirements for Merit and Distinction grades to be awarded
- (c) The requirement to provide constructive feedback to students that relates specifically to the assignment task and to avoid generic feedback
- (d) To ensure all lecturers marking student work are aware of, and understand the relevant policies of, the College
- (e) The Assessment Regulations of Regent College London

4.3 Standardisation meetings must operate by providing lecturers with the following:

- (a) The latest report by the Pearson External Examiner and the College's plan to address areas where enhancement is identified
- (b) Examples of assignment briefs where the assessment criteria are clear for pass, merit and distinction
- (c) Examples of marked student work, anonymised, with feedback representing good practice and in line with the Feedback Policy and requirements of Pearson.

4.4 Part-time hourly paid lecturers involved in marking student work must attend standardisation meetings.

4.5 Standardisation meetings should be planned to take place over scheduled timeslots to ensure all lecturers are included. An agenda for each meeting should be produced to ensure all necessary areas are covered in the allocated time period.

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