

The RSL How to Guides

Conducting Standardisation

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What is Standardisation?

Standardisation is vital for ensuring a consistent approach to assessment and quality assurance practices within a centre. Both assessors and internal verifiers must take part in standardisation.

Standardisation should also be used to support the development of assessors, internal verifiers and teaching staff in the delivery of qualifications and inform SMART target setting for staff and constructive feedback to learners.

Standardisation is conducted:

- Through regular meetings.
- Through professional discussion.
- Through internal verification sampling.
- Through observation of teaching and assessment practice.

The frequency and type of standardisation are dependent upon a number of factors:

- How big your centre is (i.e. how many sites etc.)
- How many assessors are in the centre.
- How many internal verifiers the centre has.

What is the Difference between Internal Verification and Standardisation?

Internal verification refers to a member of staff quality assuring the work of another member of staff. The two roles involved must be conducted by different staff members to ensure a second opinion of the work is attained.

Standardisation refers to the practice of forming an academic consensus among the staff who are assessing and internally verifying within the centre.

How to Conduct Standardisation.

Standardisation can be conducted in a number of ways and there is no one prescribed approach by RSL as long as standardisation is conducted. You need to choose the way(s) that are right for your centre. The only stipulation in place is that **all** staff assessing and internally verifying on the qualification must attend at least one standardisation activity.

For 20/21, RSL will provide a standardisation pack which we recommend centres use to conduct their first standardisation meeting.

Examples of standardisation could include:

1. A standardisation meeting in which good practice is discussed:

This could take the form of assessors and internal verifiers bringing an example of good practice to the meeting (e.g. an assessment brief, feedback to learners, internal verification paperwork.) The attendees can then discuss and review *why* it would be considered to be good practice. A consistent approach to feedback can then be applied within the department. Evidence of this could be the initially completed documents, minutes of the meeting with discussions had and an action plan evidencing how feedback will be completed moving forward.

2. Marking work set outside a meeting and providing written feedback:

Each attendee at the meeting is given the same piece of learner work prior to the meeting and asked to mark and provide feedback on the learner work. The grade awarded and feedback given would then be discussed at the meeting and a consensus reached about how and why the grade was awarded. The important part is the discussion of grading and assessment criteria and the need to justify the grades awarded. Evidence could be notes and feedback of each assessor and minutes of the meeting with the grade reached and the salient points of the discussion.

3. Through observation of assessment activities and feedback:

Assessors could observe another assessor conducting assessment with learners and provide feedback on how the activity meets the needs of the assessment criteria. Evidence could be feedback notes from the observer, minutes of the discussion held with

the observee and an action plan of how good practice could be developed in the department.

4. Discussing approaches to specific units:

Assessors and internal verifiers could choose a unit to look at from the specification. Prior to the meeting, they could prepare an approach as to how they would create an assignment which allows learners to meet all assessment and grading criteria while engaging learners with the assessment. Each individual approach could be shared and form discussion for best practice in assessment. Evidence could be the notes and ideas from each person, minutes of the discussions had and decisions reached.

As a basic minimum, centres should aim to ensure that each assessor has access to standardisation at least twice in any academic year. RSL will need to see evidence of your standardisation activities at least once by the date identified in the Key Dates calendar.

How to Conduct Standardisation in a One-Person Department.

In order to deliver vocational qualifications, there must be a minimum of one assessor and one internal verifier. Both members of staff must attend a standardisation activity. You may also wish to consider contacting a local centre who run RSL qualifications and arranging wider standardisation activities within your area. For a map of all our centres, please see our website here - <https://cloud.rslawards.com/vocational/delivery-centres>

What Would be Considered as Evidence of Standardisation.

Evidence provided will be dependent upon the method of standardisation applied. As a minimum, an agenda for the standardisation meeting would be required to evidence planning for standardisation (please see Appendix 1: Template of an Agenda for a Standardisation Meeting for a template which can be used if wished) along with supporting evidence from that meeting taking place e.g. notes of discussions. The examples above demonstrate ways in which standardisation can be evidenced.

What is Best Practice in Standardisation?

Best practice dictates that internal verification sampling activities need to inform the content of standardisation. This can be done in a number of ways:

1. Select an issue which is common to most assessors. For example, a unit where evidence is proving difficult for learner to identify. Each assessor can be asked to bring along completed examples of work. These are circulated to other assessors for their judgement. A discussion on best practice can then arise out of the group findings.
2. Concentrate on a standardisation unit (chosen for a specific period of time) and issues that have arisen from sampling activities.

3. Concentrate on particular types or sources of evidence and how these have been recorded and assessed. Share constructive criticism on any examples put forward by the assessment team.
4. Identify alternative forms of evidence which most assessors do not use or are unfamiliar with. Discuss the acceptability or otherwise of this type of evidence and agree a consensus view.
5. Explore documentation issued by the Awarding Organisation and how the centre meets the standards required at all levels.

Further Reading:

RSL Vocational Centre Handbook - <https://www.rslawards.com/vocational/deliver-qualifications/>

RSL Key Dates Calendar - <https://www.rslawards.com/vocational/vocational-qualifications-dates-fees/>

[HTG Conducting Internal Verification of Vocational Qualifications.](#)

[HTG Continuous Professional Development](#)

Appendix 1: Template of an Agenda for a Standardisation Meeting

Standardisation Meeting for RSL Qualifications

Name of Centre:

Details of Meeting	
Date	
Time	
Location	

Include who will be attending the meeting. This will include the assessors, internal verifiers and Quality Representative.

Membership	
Name of staff member	Job Title

Outline what will be covered in the meeting i.e. discuss the qualification/programme requirements, design or revise assessments, discuss decisions made by other assessors, compare how documents and records have been completed etc.

Agenda	
Item	Person/s responsible