

# **Business School of Commerce and Management**

**Abuja, Nigeria**

## **“Standardisation Policy and Procedure”**

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Business School of Commerce and Management is required to carry out regular appropriate internal standardisation and to contribute to the development of curriculum and ensure consistency of teaching and assessment.

Internal standardisation involves ensuring that, where there is more than one tutor/assessor delivering the qualifications and/or where provision is delivered at more than one site, the outcomes of internal assessment are consistent across the range of courses with assessors assessing to a consistent standard.

It is recommended that internal standardisation meetings include all tutors and internal verifiers concerned and that action plans are produced and followed up. Awarding Organisations will ask to see evidence of internal standardisation activity and of how the centre identifies and disseminates recognised good practice.

Internal Standardisation provides:

- Support of consistency and a common understanding of credit value and level and the evidence requirements
- Opportunities for staff to share good practice in assessment, including writing assignment briefs, establishing benchmarks, evidencing, providing feedback to learners and recording assessment and internal verification decisions.
- Opportunities for self-assessment and action planning towards ongoing quality improvement

## Sample Standardisation Template

Qualification / QCA Sector / Curriculum Area	
Unit Title	
Unit Code	
Centre Name	
Event Date	

### The purpose of this meeting is to:

1. ensure consistency in the assessment of learners work across assessors and moderators,
2. compare the different assessment activities used and to ensure that these allow for the generation of appropriate assessment evidence,
3. share good practice and make recommendations for improvement,
4. reach and record a consensus on these issues.

**Please give comprehensive responses which can be used by Tutor/Assessors and Moderators to inform, develop and improve their practice.**

Assessment Activities	Yes	No
Are the assignments/tasks used <b>appropriate</b> to the target group of learners, the level of the unit and the purpose of the programme?		
<i>Comments</i>		

Are the assignments/tasks <b>accessible</b> to learners, using user-friendly language and avoiding unnecessary jargon?		
<i>Comments</i>		

Are the assignments/tasks <b>transparent</b> , so that learners are clear on what is being asked of them and how this relates to assessment criteria?		
<i>Comments</i>		

Are the assignments/tasks <b>valid</b> ; do they clearly measure the knowledge, understanding and/or skills that are set out in the unit of assessment?		
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Assessment Activities	Yes	No
<i>Comments</i>		
Are the assignments/tasks <b>inclusive</b> , so that no learner is excluded from the opportunity to achieve because of their particular background and/or experience?		
<i>Comments</i>		

Are the assignments/tasks flexible enough to enable learners to generate a <b>diverse</b> range of evidence?		
<i>Comments</i>		

Are the assignments/tasks clearly <b>mapped</b> against the unit so that all relevant assessment criteria are addressed?		
<i>Comments</i>		

Feedback	Yes	No
Is the feedback from Tutor/Assessor to Learner <b>clear, focused</b> (re assessment criteria) and <b>constructive</b> ?		
<i>Comments</i>		

Evidence of Achievement	Yes	No
Is the evidence <b>current</b> , reflecting up-to-date skills, knowledge and understanding?		
<i>Comments</i>		

Is the evidence <b>authentic</b> , clearly reflecting the work of the individual learner?		
<i>Comments</i>		

Is the evidence <b>adequate</b> , being detailed and complex enough to match the level of the unit?		
<i>Comments</i>		

Is the evidence <b>sufficient</b> – is there enough of it to show that all relevant assessment criteria have been met?		
<i>Comments</i>		

<b>Assessment Decisions</b>	Yes	No
Do you agree with the Tutor/Assessor's decisions?		
<i>Comments</i>		

<b>Good Practice / Other Issues</b>
Please highlight any examples of good practice or any other issues:
<i>Comments</i>

Signed:	Date
Print Name:	