



# London Professional Academy

<b>Title: Standardisation Arrangements</b>	
<b>Policy Number</b>	P040
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## 1. Introduction

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London Professional Academy (LPA) is committed to ensuring that all assessment decisions are fair, reliable, valid, and consistent across all programmes, campuses, and assessors. Standardisation is the process by which we ensure that academic and vocational judgements are of an equivalent standard, regardless of who the assessor is or when the assessment takes place.

## 2. Aims of Standardisation

The primary aims of our standardisation arrangements are to:

- Ensure consistency in the application of assessment criteria and grading decisions.
- Support new and existing assessors in understanding academic standards.
- Enhance the quality and reliability of assessment outcomes.
- Ensure compliance with awarding body requirements and regulatory expectations.
- Provide a platform for professional development and sharing of best practice.

## 3. Standardisation Activities

### 3.1 Pre-Assessment Standardisation (Assessor Calibration)

Prior to the commencement of any module or assessment cycle, LPA conducts **pre-assessment standardisation meetings**. These sessions ensure that all assessors (tutors, markers, and internal verifiers) share a common understanding of:

- The assessment brief and learning outcomes.
- The grading criteria (e.g., Pass/Merit/Distinction or percentage bands).
- Model answers, indicative content, or expected evidence.
- The use of the academy's unified marking scheme and feedback templates.



### 3.2 Internal Verification (IV)

LPA operates a robust **Internal Verification (IV)** system. A sample of assessed work (typically 10–20%, depending on cohort size and risk) is reviewed by a second subject expert (the Internal Verifier) who was not the original assessor.

- **Sampling Strategy:** Samples are selected to include a range of grades, all assessors, and borderline fail/pass cases.
- **Outcomes:** The IV confirms whether the original assessment decision is correct. Where discrepancies arise, the IV and assessor engage in a professional dialogue to reach a consensus. If agreement cannot be reached, the Head of Department makes the final decision.

### 3.3 Moderation Meetings

**Post-assessment moderation meetings** are held following the release of results. These meetings involve all members of the programme team to:

- Review the statistical distribution of grades.
- Discuss any anomalies or trends identified during internal verification.
- Review borderline cases to ensure consistency.
- Agree on actions for future assessment cycles (e.g., refining assessment briefs, providing additional CPD).

### 3.4 External Examiner Engagement

For accredited programmes (e.g., those leading to professional body recognition or university validation), LPA collaborates closely with **External Examiners**.



- The External Examiner reviews a sample of assessed work and the internal verification process.
- Their annual report is reviewed by the Academic Board to identify systemic strengths and areas for improvement.
- Recommendations from External Examiner reports are actioned via an annual monitoring process.

#### 4. Roles and Responsibilities

Role	Responsibility
<b>Assessor / Tutor</b>	To mark work in accordance with the published criteria; to attend standardisation meetings; to act on feedback from IV and moderation.
<b>Internal Verifier (IV)</b>	To sample assessed work; to provide constructive feedback to assessors; to ensure consistency across the team.
<b>Programme / Department Lead</b>	To schedule and chair standardisation meetings; to monitor the effectiveness of the strategy; to report on standards to the Academic Board.
<b>Quality Assurance Unit</b>	To maintain the central record of standardisation activities; to coordinate External Examiner appointments; to ensure alignment with regulatory frameworks.

#### 5. Recording and Documentation

To demonstrate compliance and facilitate continuous improvement, LPA maintains a central record of all standardisation activities. This includes:

- **Minutes** of pre- and post-assessment standardisation meetings.



- **Internal Verification Reports** detailing the sample reviewed, findings, and agreed actions.
- **Moderation Records** confirming consistency across cohorts.
- **Annual Monitoring Reports** which incorporate feedback from External Examiners and standardisation outcomes.

## 6. Continuous Professional Development (CPD)

Standardisation is also a vehicle for staff development. Where standardisation activities identify gaps in assessment practice (e.g., inconsistencies in marking academic writing or vocational competency), the Academy provides targeted CPD sessions. New assessors undergo a probationary period during which their marking is subject to 100% scrutiny until consistency is demonstrated.

## 7. Review

These Standardisation Arrangements are reviewed annually by the Academic Board to ensure they remain fit for purpose and reflective of current best practice in higher and professional education.

