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## **GBS Standardisation and Internal Verification of Teaching and Assessment**

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<b>Document title</b>	GBS Standardisation and Internal Verification of Teaching and Assessment
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#### Related GBS policies

- GBS Data Protection Policy
- GBS Equality and Diversity Policy
- GBS Anti-Harassment and Anti-Bullying Policy
- GBS Attendance Policy
- GBS Extenuating Circumstances Policy
- GBS Student Disciplinary Policy and Procedure
- GBS Student Charter
- GBS Student Code of Conduct

#### External Reference Points

1. Information Commissioner's Office, Accessed online at: <https://ico.org.uk/>
2. UK Public General Acts, *Data Protection Act 2018*, Accessed online at: <https://www.legislation.gov.uk/ukpga/2018/12/contents/enacted>
3. Pearson, *BTEC Centre Guide to Quality Assurance 2021/22*, Accessed online at: <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/BTEC-Centre-Guide-to-Quality-Assurance.pdf>
4. Pearson, *Delivering BTEC qualifications, BTEC forms and guides*, Accessed online at: <https://qualifications.pearson.com/en/support/support-topics/delivering-our-qualifications/delivering-btec-qualifications/btec-forms-and-guides.html>

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## **Global Banking School Standardisation and Internal Verification (Guidelines)**

### **1. Purpose**

- 1.1. The purpose of this document is to provide guidance to academic and professional staff within Global Banking School (GBS) concerning standardisation and internal verification related to teaching, setting assessment briefs, and grading/marketing of student assessed work and the provision of high-quality feedback to students.

### **2. Scope**

- 2.1 The guidelines provided in the document are for internal use in GBS. These guidelines must be read in conjunction with awarding body and other GBS partner<sup>1</sup> requirements for teaching, assessment brief, and assessment marking/grading of student assessments and the provision of constructive feedback.

### **3. Pearson Requirements**

- 3.1 This BTEC HNC/Ds Levels 4 and 5 are operated according to the BTEC Centre Guide to Quality Assurance and Assessment Levels<sup>2</sup> 4 to 7 as an approved Centre of Pearson BTEC to operate HNC/Ds, there is devolved responsibility for teaching and assessment which is monitored through the Pearson Academic Management Review and External Examiner (Verifier) processes.

### **4. Teaching**

- 4.1 Most teaching across different programmes and awarding bodies is organised over two semesters for each academic year. To ensure that students receive a positive teaching and learning experience, it is important that teaching is properly and fully planned according to requirements both within GBS and to meet awarding body and partnership requirements.
- 4.2 All programmes offered by GBS, regardless of the awarding body and/or partner organisation must have the following to ensure teaching takes place as planned, covers the topics and materials specified in the unit/module descriptor and provides lecture notes and other supporting learning materials for students on the appropriate Virtual Learning

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<sup>1</sup> GBS works with the following awarding bodies: Pearson, University of Suffolk, Leeds Trinity University, Buckinghamshire New University, Canterbury Christ Church University and Bath Spa University.

<sup>2</sup> <https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/btec-higher-nationals-centre-guide-to-quality-assurance-and-assessment.pdf>

Environment (VLE). Schemes of work, lesson plans and lecture notes must be produced and/or adapted, as appropriate, from those supplied by the awarding body or partner organisation.

#### **4.3 Schemes of Work**

4.3.1 Schemes of work set out the teaching material to be covered for the unit/module, the sequence of topics to be covered over the semester, learning outcomes and other related matters. Schemes of work may be produced according to a template supplied by the awarding body or partner organisation, or on the GBS Scheme of Work template. Where a scheme of work is supplied by the awarding body, GBS may adapt this and use it subject to final approval from the representative of the awarding body.

4.3.2 Adapted schemes of work and/or schemes of work produced on the GBS template are to first be produced by the Module/Unit Leader and then signed off by the Associate Dean before seeking approval from the awarding body or partner organisation. Only then should they be made available to staff teaching students on the module/unit. A copy must be given to the appropriate Student Success Tutor.

#### **4.4 Lesson Plans**

4.4.1 Lesson plans provide details of each scheduled teaching session, 'lesson', outlined in the scheme of work for the unit/module. Again, these may be on the awarding body template or the GBS template. The Module/Unit Leader is responsible for developing and finalising each lesson plan for each scheduled teaching session over the semester in which the module/unit is to be delivered. Lesson plans supplied by the awarding body or partner organisation may be adapted by the GBS Module Leader subject to final approval by the awarding body or partner organisation.

4.4.2 Each lesson plan must be sufficiently detailed to help ensure that different teachers delivering the lesson provides a similar learning experience and covers the learning objectives for different classes or groups of students. Lesson plans may be used by a teacher brought in to cover for another teacher when he or she is not available due to, for example, to ill health.

#### **4.5 Lecture Notes and Learning Support Materials**

4.5.1 Each teaching session, as detailed in the Lesson Plan, must have lecture notes and other learning support materials that should be put on the VLE. Where awarding bodies make their VLE available, there may be opportunity to add to the material already provided. If materials are uploaded onto GBS VLE, it is the responsibility of the Module/Unit Leader to ensure that lecture notes and other learning support material is produced and uploaded (subject to approval from the Associate Dean). It is also the responsibility of the Module/Unit Leader to ensure that material related to their module(s) is up to date and old material is removed.

## 5. Assessment Briefs

5.1 Where assignment briefs and mark schemes are supplied by the awarding body and/or partner organisation and changes are made by GBS Module Leaders, the following process must be adopted before issuing to students:

- 1) Module Leader is responsible for any changes or amendments to the assignment brief and marks scheme supplied to GBS.
- 2) Once changes have been made, the Module Leader is required to get these approved by the appropriate Associate Dean.
- 3) The Associate Dean must submit the revised assignment brief and mark scheme to the awarding body or partner organisation linked tutor for approval and sign off.
- 4) Once approved and signed off by the awarding body/partner organisation linked tutor, the assignment brief may be issued to students and other tutors teaching the module for which the assignment applies.

5.2 The above four-stage process is overseen and managed by the relevant Dean.

5.3 Where assignments briefs and marks schemes are initially produced by academic staff, Programme/Cohort Leader and/or Module Leaders at GBS, the following process should be adopted:

- 1) Module Leader produces assignment brief and marks scheme according to the awarding body or partner organisation requirements.
- 2) Associate Dean checks the assignment brief and mark scheme to ensure awarding body or partner organisation requirements are met (for Pearson awards this acts as the internal verification stage).
- 3) Associate Dean submits the checked assignment brief and marks scheme to the awarding body or partner organisation linked tutor for approval.

- 4) Once approved, the assignment brief can be issued to students and the assignment brief and marks scheme issued to other teachers of the module.

5.4 The above four-stage process is overseen and managed by the relevant Dean.

## **6. Assessment Grading and Feedback to Students**

### **6.1 Standardisation**

6.1.1 Where there is more than one marker for the student module assessed work, there should be standardisation between the markers before marking proper starts. Standardisation helps ensure that the different markers of the module assessed work commence marking to the same standard to help ensure consistency. Samples of students' assessed work not yet marked should be selected and given to the tutors marking the module assessment.

6.1.2 The samples should be marked independently and then tutors exchange marks given and a mark agreed for each piece of sampled work. Standardisation should be recorded for each assessment standardised on a template and a summary recorded of standardisation for the module assessment on a summary template. When sufficient consistency has been established, through the marking of samples, the tutors may commence marking of their allocation of student assessments.

### **6.2 Internal Moderation/Double Marking**

6.2.1 Once all marking for the module assessment has taken place by all tutors and feedback for each piece of assessed work has been provided, there should be a sample of assessed work that is double marked (internal verification for Pearson awards). The sample size for double marking/internal verification should be in line with awarding body or partner organisation requirements.

6.2.2 If not specified, this should normally be between 15-20% of the total number of assignments submitted for the module assessment. Double marking should be conducted by tutors who marked the assessments. Where there was only one tutor marking, then another Module Leader should act as the double marker. For Pearson internal verification, double marked should have been trained to be internal verifiers. Where there is good agreement between the first marks awarded and the double markers, then no adjustments to marking would need to be made. Where there is

some level of disagreement, a further sample of assessment should be selected for double marking/internal verification.

6.2.3 Where there is disagreement over interpretation of the mark scheme, the Associate Dean should advise and provide clear guidance. The double marking/internal verification process should also look at the quality of feedback provided by tutors marking the module assessed work. Where marking has not been judged adequately, the marker(s) must revisit the feedback and address shortcomings. Double marking/internal verification for each piece of assessed work sampled should be recorded on a standard template. A summary for the module assessed work double marking/internal verification should be recorded on the summary template.

### **6.3 External Moderation/External Examining**

6.3.1 Once internal moderation of module assessed work with respect to both standard of marking and adequacy of feedback has been satisfactorily completed, the process determined by the awarding body or partner organisation need to be followed. This may involve external moderation of a sample of module assessed work by academic staff of the awarding body, sending scripts to the external examiner or, as in the case of Pearson, provision of selected scripts for the visit of the Pearson External Examiner/External Verifier. Any recommendations arising from these external processes must be followed to timescales stated.

## **7. Monitoring and Review**

7.1 This policy may be amended by GBS at any time and will be reviewed annually to ensure it is fit for purpose. Any issues related to the monitoring and review of this policy, please contact [asqo@globalbanking.ac.uk](mailto:asqo@globalbanking.ac.uk).

## **8. Data Protection and Confidentiality**

8.1 GBS is registered with the Information Commissioner's Office as a Data Controller. Details of the School's registration are published on the Information Commissioners website. GBS as a Data Controller shall implement appropriate technical and organisational measures to ensure that processing of personal information is performed in accordance with the UK General Data Protection Regulations (UK GDPR) and under the Data Protection Act 2018 (DPA).

## 9. Alternative Format

9.1 This policy can be provided in alternative formats (including large print, audio and electronic) upon request. For further information, or to make a request, please contact:

- **Name:** Welfare Management Team
- **Position:** Welfare Officer/Manager
- **Email:** [welfare@globalbanking.ac.uk](mailto:welfare@globalbanking.ac.uk)