

The Second Foundation: Consistent Experience

Consistency in monitoring is all about ensuring that all students in a particular subject have a common experience. Make sure the individual receives a consistent experience across their different subjects. This requires clear and consistently applied definitions i.e. a progress grade of C in one subject is awarded on the same basis as a progress grade of C in another subject.

Consistency is important for students and staff when reviewing grades in order to reliably identify those students in need of support.

In monitoring interviews, it is vital that an institution is giving a consistent message about what a progress grade is. Our view is that a progress grade is a true reflection of what a student is likely to achieve at the end of the course, based on the evidence available at the point in time. It is not a 'current work grade'.

Progress grades take into account the progression the student makes over time.

Key questions to consider:

- Do all staff share the same definition of a progress grade?
- Are key definitions written down and shared with students at appropriate times?
- Have teaching staff ever been asked what they understand a progress grade to be?
- Have students ever been asked what they understand a progress grade to be?
- Do all students receive a progress review interview, regardless of the level of progress they are making?
- Do all students receive subject reviews at around the same time?
- Do pastoral leaders have a clear overview of the support that is available in each individual subject?
- Do students have access to clear information about the support that is offered in individual subjects?
- Are students aware of the support that is available to them beyond the individual subjects that they are studying?

Carry on reading for the third part of our Five Foundations of Effective monitoring.