



**ENABLE**

The Voluntary and Community Sector  
Learning and Skills Consortium

# **Internal Moderation Procedure**

**Change History**

<b>First Published:</b>		28/10/2008	<b>Originally Created by:</b>	Accreditation Lead
<b>Person Responsible for Policy:</b>		Enable CEO		
<b>Date of Review</b>	<b>Reviewed by</b>	<b>Policy changes</b>	<b>Approved by</b>	<b>Date of next review</b>
19 Feb 2018	Standards Officer	Small changes to wording and referencing	Operations Manager	24 July 2018
21/04/2020	SMT	No Change	CEO	21/04/2021

**Purpose**

To provide an effective internal verification system within Enable to ensure assessment practices and decisions are regularly reviewed and evaluated. This will ensure the validity of course evidence and the award of credit.

**Scope**

This procedure applies to all qualifications which are part of the Enable Centre Accreditation. Before evidence can be submitted for moderation, the appropriate course notifications must be completed and all learners registered through Enable.

**Responsibilities**

Internal Quality Assurer (IQA) – Verifying assessment which consists of:

- Sampling assessments
- Monitoring assessment practice
- Standardising assessment judgements
- Developing and supporting apprenticeship tutors
- Managing the quality of unit delivery
- Ensure quality standards required by the awarding body are met

**Procedure****Sampling Assessments**

Sampling assessments will include reviewing the quality of apprenticeship tutor' judgements at the interim stage (during the delivery of the unit) and the summative stage (at the end of delivery of the unit). The IQA must ensure that the process is **not** "end-loaded".

**Interim Sampling:**

The IQA will:

- Review assignments to ensure that learners do have the opportunity to meet all the assessment criteria review the assessment schedule
- Review some learner work before decisions have been made on any unit
- Review the feedback given to learners by apprenticeship tutor
- Review the assessment of activities (which may not be repeated), such as a performance, a group discussion, a practical task, an exhibition, role play, question and answer
- Review evidence at the interim stage
- Review the effectiveness of assessment planning
- Identify any training needs of apprenticeship tutor
- Identify good practice.

### Summative Sampling:

Involves reviewing the quality of the assessment decision by evaluating **how** the apprenticeship tutor has reached that decision.

The IQA must be able to follow an audit trail which clearly demonstrates that the apprenticeship tutor has checked that the evidence presented meets the “rules of evidence”.

Evidence must have been confirmed by the apprenticeship tutor as:

- **valid** – relevant to the standards for which competence is claimed
- **authentic** – produced by the learner or witness
- **reliable** – accurately reflects the level of performance which has been consistently demonstrated by the learner
- **current** – sufficiently recent to be confident the same level of skill / understanding / knowledge exists at the time of the claim
- **sufficient** – meets in full **all** the requirements of the standards

IQAs must not make assumptions about any aspect of the “rules of evidence”. Recording of questioning of the candidate by the apprenticeship tutor and checking the authenticity of witness testimonies by the apprenticeship tutor should be expected.

### Sampling Strategy

The sample must include all **assessment sites / locations, all learner cohorts, all units**.

The full range of **assessment methods** used for any one unit must be sampled.

Assessment decisions of all **apprenticeship tutors** must be sampled, with more decisions of inexperienced apprenticeship tutors sampled for the first 12 months.

The IQA should also take into account the relative assessment workload of individual apprenticeship tutor and sample proportionately.

Initial moderation of portfolios will take place within 10 working days.

All moderation will take place within 4 weeks of receipt of portfolios or assignments.

Awarding bodies to be notified of outcomes within a week of moderation.

The sampling strategy must take into account the following:

- The size of sample needed to ensure reliability
- The various assessment methods used
- The number, experience, workload and location of assessors
- The range of assessment sites
- The candidate cohorts (full-time, part-time, different start dates)
- Unit levels and credit values
- New or revised units
- All units – and particularly any problematic units
- Reasonable adjustments
- Issues arising from previous verification

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The **sample size** should be sufficient to ensure that the issues in the list immediately above have been considered in producing a sampling strategy. The strategy should **not** be decided by a rule of thumb, such as 10%.

**Problem evidence**, which includes competences difficult to assess e.g. for confidentiality reasons, safety considerations, materials used, infrequent occurrence, should be sampled. IQAs must ensure that issues such as these are discussed fully with the assessment team and difficulties resolved at an early stage. If issues are identified the apprenticeship tutor makes a decision whether the sample is to be returned based on the sample size and number of errors found. If the sample is returned then a new sample will be selected by the IQA and a new submission date negotiated.

### **Monitoring Assessment**

The IQA should aim to monitor all apprenticeship tutors each academic or calendar year either by observation of assessment of candidate performance, by professional discussion or by review of the quality of assessment records.

### **Standardising Assessment Judgements**

The IQA must conduct a standardisation review involving all apprenticeship tutors in the team. Notes of standardisation meetings, documenting the methodology and outcomes of the process, must be placed in the course file.

### **Developing and Supporting Assessors**

The IQA should ensure that all the apprenticeship tutors have copies of recording documentation, are aware of the Internal Verification process and understand their role in it. The IQA will provide assistance and advice to apprenticeship tutors about learners with special assessment needs.

It is the responsibility of the IQA to ensure that new apprenticeship tutor receive an appropriate level of induction and to alert the appropriate line manager to the development needs, including professional and vocational updating, of the apprenticeship tutor.

### **Managing the Quality of Delivery**

The IQA provides a quality assurance role within the organisation by ensuring that assessment and internal verification documents are completed correctly, according to the procedures, and are filed in the course file.

All learner assessment records, records of internal verification activity (including records of meetings) and records of certificates claimed, must be retained for three years and made available to the regulatory authorities upon request.

Samples (copies) of learners work must be retained for 3 years.

The IQA provides a link between the team of apprenticeship tutor, the External Quality Assurer, and the Awarding body.

### **Related Documents**

IV report  
Sampling Matrix  
Accredited centre codes of practice

**Signed:** \_\_\_\_\_

**Position:** \_\_\_\_\_

Original Date: 28/10/08

Review Date: 24 July 2018

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**Date:** \_\_\_\_\_