

Introduction

Internal quality assurance processes relate to the assessment of all accredited qualifications. An effective internal moderation system will help centre staff to make accurate, valid and consistent judgements about the evidence presented by candidates to meet qualification assessment criteria.

Internal moderation processes and procedures contribute to developing and maintaining good practice in evidence collection and assessment.

Appropriately applied systems will help prevent problems occurring at external moderation (e.g. misinterpretation of standards).

The benefits of an effective internal moderation process

- Increased understanding of standards
- Improvement in assessment methodology
- Supports self regulation across the centre
- Supports CPD
- Supports progression towards Direct Certification Status

What Does Internal Moderation Involve?

Internal moderation provides an important mechanism for staff development and for supporting colleagues. The purpose of internal moderation is to ensure that every assessor in the centre is assessing candidate portfolio evidence consistently and to the national standards.

Internal moderation processes and procedures should address the following:

- Providing opportunities for staff development e.g. internal support meetings, and/or external training opportunities, meetings to discuss feedback from External Moderation reports.
- Monitoring portfolios to verify that all work is being checked by the assessor.
- Checking that assessment checklists are fully completed, and signed and dated by the candidate and the assessor.
- Sampling the evidence for individual units across candidates, and across assessors, to monitor accuracy and consistency
- Providing feedback to assessors

Model For Internal Moderation

Internal moderation will be managed dependent on the numbers of candidates undertaking the qualification, the range of contexts in which the learners are working, and the numbers of staff involved in tutoring and assessing.

If required there will be up to 2 internal moderation dates set over the year; or attached as an agenda item to department meetings. This will ensure that internal moderation is properly timetabled and that there is sufficient time to take action if a piece of work has been assessed as not meeting the required standard.

At present Milestone Academy has one nominated Internal Moderator/Verifier: Janet Tidmas (Assistant Principal and Phase 4 Director).

The Internal Moderation Cycle

Internal moderation should be a cyclical process which impacts on every phase of assignment/project/task/assessment activity design, portfolio production, and assessment. Internal moderator feedback to an assessor is an important part of the process enabling them to improve their assessment skills and their feedback to candidates.

Moderation Cycle:

- Train assessors
- Quality Assurance: projects/activities/tasks 'fit for purpose'
- Establish clear internal moderation procedures
- Select and moderate a sample of portfolios
- Prepare for external moderation
- Forward Plan

Duties of an Internal Moderator:

- Liaise with External Moderators
- Ensure that projects/tasks/assessment activities enable candidates to produce evidence that will meet the required standards (at proposed level) e.g. fit for purpose
- Check on the quality of delivery of provision
- Support and advise staff on delivery of provision
- Support and advise staff on assessment
- Meet regularly with other internal moderators; if appropriate; to standardise assessment across the centre
- Check assessment at interim points in the delivery of a qualification
- Comment on the quality of assessment and feedback
- Provide effective feedback to the assessor
- Select and request an appropriate sample of portfolios
- Check assessment standards when portfolios are completed
- Monitor implementation of any action or advice following external moderation
- Disseminate good practice

Sampling Selection Criteria

Internal moderator should sample enough work to ensure that the centre's summative assessments of the qualification are consistent.

For each qualification delivered, samples should be selected from all:

- Assessors
- Curriculum contexts/subject areas
- Levels
- Components (units) of each qualification

See Recording form for internal sampling.

Sample Size Guidelines:

Year 1 of delivery of a new qualification:

- Internal Moderators to look at ALL of the portfolios presented.

Once assessors are familiar with the standards, a smaller sample may be appropriate.

- Recommended sample: 10% of the cohort.

Sample should reflect all of the above selection criteria.

Standards of assessment must be consistent and in line with national standards.

Quality Assurance: Projects / Activities / Tasks

Good practice suggests that learners should be encouraged to gather naturally occurring evidence for their portfolios of evidence. Where this is not feasible, learners can be set projects, activities, or tasks to assist in evidence gathering.

Internal moderator to review all projects / activities / tasks before they are used with learners.

Projects / Activities / Tasks Must:

- be set in a relevant context
- give identifiable opportunities for demonstrating the necessary skills
- be clear in its description of the task or activity
- be capable of generating appropriate evidence to address the assessment criteria
- be fit for purpose

If required the internal moderator should provide feedback on the suitability of the project/activity/task.

Good practice: to offer learners a range of projects, activities, or tasks to promote individual or personalised learning.

When devising these it is important to encourage input from learners and others, such as employers.

Moderation and centre documents are kept in a secure centre portfolio file.