



Moderation Guide

**Advancing and promoting excellence in the care and welfare of
animals in research.**

IAT Education

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Guide for Moderation

Role of the Moderators

Moderators have several key functions in ensuring the assessment process is reliable, fair, accurate and relevant.

These functions include:

- Advise Centres on appropriate procedures and good practice
- Advise Board of Educational Policy on the running of the education process and act as an independent part of the appeal process
- Regular sampling of assessment activities, methods and records to monitor consistency of assessment decisions as specified by qualification documentation; provide assessors with prompt, accurate and constructive feedback on their assessment decisions; undertake an active role in raising issues of good practice in assessment
- Ensure that equal opportunities and anti-discriminatory practices are upheld in the assessment process; liaise with other staff members and the External Verifier to implement the requirements of the assessment system and ensure effective quality assurance; ensure that all learners' achievement records and Centre documentation are completed in accordance with the requirements of the accredited Centres.

Qualifications and training

Moderators must be suitably experienced, qualified, and trained. Moderators must be suitably trained in how to apply the Institute's examination standards in a Centre and the possible courses of action which may arise from the moderation process. Each Moderator must successfully complete a relevant verifiers training course. Moderators must attend a standardisation meeting to ensure that they have a common understanding of the mark scheme and that their marking is consistent and in line with the required standard. Moderators cannot hold any other function in the examination process, or act as Centres for the Institute's qualifications.

Site visits

Moderators will visit each Centre at least twice a year, more for new Centres or Centres where significant concerns have been raised in previous visits. These visits will be at a time and date agreed between the Centre and the Moderator. The Moderator will contact the Centre at least four weeks in advance of the visit. Each Moderator will also conduct two 'desk' moderations, where Centres will send out materials for moderation to the Moderator. Centres must supply any reasonable materials the Moderator requests by post by the deadline set by the Moderator. The Moderator will give at least one month's notice when requesting materials for moderation.

During a visit the Moderator will:

- Meet with the Centre's leader and discuss the progress of learners and the administration of the course and meet with teaching staff and assessors
- Meet with learners (where this is not possible learners may be contacted by email or telephone); review the physical resources; review assessments; review learners' work

and the awarded grades; complete a moderation visit report and discuss the findings of their visit with the Centre's leader.

- Highlight examples of good practice and areas which give the Moderator concern
- Detail the actions that are required to address any issues or concerns that are noted in the report and identify the person(s) responsible for addressing each concern and the time by which the action should be completed. Implementation of these actions will be checked at the next visit.

Sampling learners work

For each unit the Moderator will sample a % of completed work associated with the risk to that unit as decided by the Moderator (for example change of personnel, CPD, new facilities, new learning materials, changes to business plans, student feedback). If the Moderator agrees with the grades and standard of the work they check, all of the Centre's marks will be accepted. In cases where the sampling process reveals discrepancies in the marking of assessments, either through inconsistent application of the grading criteria or through the Moderator disagreeing with the awarded grades, the work of the Centre must be re-marked so that every learner receives the mark for their work that the Moderator believes it merits. Where a Centre and the Moderator cannot reach agreement the work will be referred to the Board of Education for adjudication. Where discrepancies in the marking are noted an action plan, which will include re-training of the assessors, will be set by the Moderator.

Advising

Moderators will meet with the Board of Education at least annually to discuss their reports. At these meetings areas of good practice will be clearly identified. Any problems with the education process will be reported, discussed and recommendations for remedial actions will be made. For each recommendation, persons responsible for each action will be identified with a timescale for completion.

Moderators are also available to advise Centres. Centre leaders should have the contact details of their Moderator so they can discuss any questions they have, or problems that may arise, in a timely fashion.

Accreditation of Centres

Where a Centre has expressed an interest in offering the Institute's qualifications, a Moderator will be assigned to meet with the Centre leader and teaching team to establish if the Centre is able to meet the Institute's requirements. The Moderator will be ensuring that a Centre has sufficiently experienced qualified and trained staff to effectively deliver the units, and accurately and fairly assess them. The Moderator will also ensure there is a clear and adequate system of quality control and record keeping. The Moderator will also check the suitability of the teaching materials and facilities.

External verification

The External Verifier is appointed to act as an independent quality assurance expert. The External Verifier will monitor and review the education process by Centre visits, attending

moderation meetings and training and working closely with the Moderators. External verifiers will have a thorough access to the whole education system.

The main duties of the External Verifier include:

- Make approval visits/recommendations to confirm that organisations can satisfy the approval criteria; ensure that internal verifiers/qualification coordinators are undertaking their duties satisfactorily; monitor internal quality assurance systems and sampling assessment activities, methods and records; provide prompt, accurate and constructive feedback to all relevant parties on the operation of Centres' assessment systems; maintain records of Centre visits and making these available for auditing purposes; promote best practice
- Help Centres to develop internal assessment and evidence evaluation systems that are fair, reliable, accessible, and nondiscriminatory; act as a source of advice and support throughout the education process; report to Chair of the Board of Education must have relevant industry experience and training in quality assurance/verification procedures • The External Verifier must have relevant industry experience and experience of quality assurance processes.