Internal Moderation Policy

Version 1.6

Edition Date: November 2023

Next Review Date: November 2024

1.0 Aims

The aims of this policy are to ensure:

- There is an approved, valid system of internal moderation.

- The use of approved units that are permitted to use within the centre.

- The employment of appropriately qualified tutors and assessors to deliver the provision.

- The use of internal moderators who have undertaken the appropriate training.

- The effective management of assessment and verification procedures.

- The effective support for assessment and verification of personnel.

- That quality assurance outcomes are in line with the Official Assessment Body requirements.

- Actions on the findings to ensure consistency and fairness.

1.1 Scope

This policy applies to all units as part of the Access to HE Diploma and Functional Skills SLC assessment.

The procedure will conform fully to the assessment and verification requirements of the associated awarding bodies.

2.0 Responsibilities

2.1   The Director of Student Services and Quality Manager have overall responsibility for internal moderation.

2.2 The Quality Manager has responsibility for ensuring the effective pre-verification of assessment tasks and reviewing internal moderation processes, including any associated action plans.

2.3 The Quality Manager is responsible for managing the internal moderation of assessment.

2.4 All tutors are responsible for the consistency and quality of assessment and verification based on the 'round robin model'.

3.0 Policy

AOLL regards assessment as an essential part of teaching and learning and a crucial mechanism for formative progress monitoring. This includes:

- Pre-course review of units, tasks and assessments, incorporating ideas and feedback from previous runs of the course.

- Pre-verification of any new assignment material.

- Planning of internal moderation.

- Sampling of learners' work and assessments.

- Standardisation of assessment practice.

- Clear documentation and record keeping.

- Checking claims for accreditation.

- Ensuring that issues raised by the external moderator's reports are addressed.

- Conducting an annual review of the quality of the provision.

4.0 Procedures

4.1 Pre-verification

All new assignments are subject to a process of pre-verification whereby a qualified tutor reviews assignment briefs prior to their use to ensure the following:

- that the tasks set meet the requirements of all assessment criteria in full

- that wording is appropriate

- that tasks are set at the correct level

- that tasks are inclusive

- that tasks meet the prescribed methods

- that students have the opportunity to achieve

- that correct grading descriptors (and components) are applied and that wording associated with merit/distinction is appropriate

- that information about deadlines/submission dates/resubmissions/extensions/late submissions is present

- that word counts are appropriate

Pre-verification is recorded on the Pre-Verification Record Form which are stored alongside Assignment Briefs and made available to the External Moderator/awarding body via Dropbox as requested.

4.2 Assessment

For each unit, the purpose and objectives of the assessment should be clearly identified and related to the stated assessment criteria.

Assessment methods should be appropriate to the unit objectives and be capable of testing the assessment criteria and student attainment. Where possible assessing differing learning styles.

Assessment should be both formative and summative and include strengths and areas for development in relation to both the assessment as a whole and specific grade descriptors as applied.

Assessment must be bias-free and sensitive to gender, race, cultural background and ability e.g. not using racist or sexist materials/language.

Assessment results and feedback on assessed work must be communicated clearly and accurately within 14 working days except during unusually busy periods e.g. prior to external moderations, staff annual leave and periods of official AOLL closure.

4.3 Internal Moderation

To ensure that internal moderation is consistently met and that students have access to fair and reliable assessment of a consistent quality AOLL implement a robust internal moderation system as follows:

4.31 All new tutors have work internally moderated until the point where the Quality Manager is confident that assessment and grading is in line with AOLL standards and expectations, this is usually met after 5 assessments in any given unit of work have been internally moderated.

4.32 Internal moderation is carried out throughout the calendar year to cover as a minimum:

4.321 All learners

4.322 All units

4.323 All tutors

4.324 A range of grade profiles

4.325 All invigilators

4.33 Where the centre's risk rating is increased to amber or red, a 10% sample or a minimum of 5 would be implemented as per Skills and Education Group Access's guidance.

4.34 Sampling is indicated by the Quality Manager with focus given to:

> 4.35 New units
> 4.36 Assessors new to a particular unit
> 4.37 Units with updated ACs
> 4.38 Units identified by IM/EM as having potential issues
> 4.39 Units with outliers in the grade profile

4.36 Management of internal moderation is carried out by the Quality Manager.

4.37 A 'round robin' method of internal moderation is applied to include all tutors who have the relevant experience and training in relation to internal moderation.

4.38 Internal moderation of invigilators is carried out by the Quality Manager sampling 20% invigilation reports/recordings.

4.39 Outcomes of internal moderation are monitored via reports which are complied for:

> 4.391 Each unit
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> 4.392 Each tutor
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> 4.393 Each invigilator

4.40 Actions relating to internal moderation are included on the annual Quality Improvement Plan and carried out by, or under supervision of, the Quality Manager.

4.4 Internal Standardisation

Five internal standardisation events are held throughout the year to cover the five key subject areas (Study Skills, Social Sciences, Biology, Natural Sciences, and SLC). The aim of standardisation events are to ensure consistency in

assessment and grading.

Internal standardisation is carried out remotely with the Quality Manager making samples available through AOLL's VLE at the start of a pre-arranged time period. Tutors carry out the standardisation of samples during this period presenting samples back with notes and indicative assessment decisions. These are collated by the Quality Manager into a report with actions which is then circulated to all staff. Where there is notably disagreement in any grading decisions a meeting is held via video-conference to discuss any issues and agree future outcomes.