

Guide to Internal Moderation and Verification for Centres

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1. INTRODUCTION

Internal moderation and verification are part of a quality assurance process which ensures that centres are delivering units/qualifications according to CPCAB guidelines to a common national standard. All CPCAB units/qualifications must be internally moderated and verified by the centre. These centre processes are in turn quality assured by CPCAB via external verification of the qualification. All tutors must also be standardised by CPCAB before they can act as assessors for CPCAB units/qualifications and must attend on-going standardisation training as specified for the qualification.

This guide is for centres which do not already have robust procedures for assessment and verification in place. These guidelines (and the proformas offered on pages 6 - 9) are designed to support centres and tutors not to dictate a rigid set of rules to follow.

2. WHAT IS VERIFICATION?

Verification is the 'BIG' picture, an over view of the whole process of delivering , assessing and moderating units/qualifications.

So what does that mean exactly?

It is process that offers a coherent overview of quality of the delivery of units/qualifications and associated assessment. The team can work together to explore the entire process of providing training from preparing material, interviewing candidates and their initial assessment, to following the candidates' development, recording their assessment results and the moderation process. It is a way for centres to check that courses are being delivered to a high standard and meeting the awarding body requirements as well as meeting the needs of candidates.

Moderation and verification can provide the opportunity for team development. It can be a creative and productive way of bringing the team together and encouraging their ideas and participation in the whole process of course delivery.

On a very practical basis, verification can enable all staff involved in delivery to understand what is required by them and others in the team, and ensures that all the candidates receive the highest standard of training and assessment possible within the centre. The process can also highlight areas of strength and weakness, so that tutors can build on what they have done well and explore ways of improving deficiencies.

See sample proforma on page 6.

3. WHAT IS MODERATION?

Moderation is where another appropriate qualified person reviews the tutor assessment decisions to ensure they are reliable, consistent, fair and to a national benchmark. It is also to check that the unit/qualification requirements have been understood and that the candidate has been given accurate and appropriate feedback.

Moderation will also pick up where the assessor may have missed an important point or criteria (and thus have given an inappropriate response). The moderator will also respond to the manner in which the assessor's feedback has been given -e.g. giving negative feedback in a supportive and constructive way, so that the candidate knows what they must do to meet the criteria.

The moderator will see a sample of candidate work - to ensure that the assessor is marking consistently and that all candidates are being encouraged to reach the same standard. The size of the sample (ratio) will depend on the centre and the group - but a good guideline is 25%. The final decision will be in the hands of the centre, although CPCAB will be looking for regular moderation of all assessed material.

Moderation is sometimes carried by cross-marking. Cross marking is where a piece of work by a candidate will be marked by more than one tutor. Each tutor will complete the normal feedback sheet and the results will be discussed between the tutors before the work is given back to the candidate.

4. STANDARDISATION MEETINGS

It is useful for centres to have internal standardisation meetings. Tutors can then discuss their assessment, compare notes and reach a standard agreed by them all. CPCAB external verifiers may ask for evidence of standardisation meetings, so it is important to record such meetings, together with the results and any action points for the future.

Reminder: in addition to these internal meetings all tutors also have to attend CPCAB standardisation training or cascade training as specified for each qualification.

5. CPCAB REQUIREMENTS FOR MODERATION

A sample of all work completed by candidates needs to be moderated.

A possible ratio for moderation could be 25% of assessed work. Tutors can prepare a form that indicates which candidate's work will be internally moderated for which assignment and by which member of staff (see example proforma on page 8). In this way all candidates' work is seen at least once during the course.

This in no way precludes borderline or weak candidates being seen more regularly than prescribed on the form. In fact borderline candidates would benefit from cross marking on a regular basis, to ensure safe assessment and additional information to help and support them to successfully complete.

6. QUALIFICATIONS OF VERIFIERS

Some centres have a specialised internal verifier whose role is to verify all subject areas across the centre. He or she may have specific verifier qualifications. The verifier does not have to be a practicing counsellor but he or she is likely to be a manager who oversees the courses and checks that all the course requirements are being met. It would be useful if the verifier is familiar with CPCAB's unit/qualification documentation.

7. QUALIFICATIONS OF MODERATORS

The subject area of counselling has some distinct and specific requirements that require the moderators to be fully conversant with both the specific units/qualification concerned and the profession of counselling.

There is no specific accredited training required for verifiers or moderators of CPCAB units/qualifications. However, the counselling qualifications and teaching experience of moderators need to be at least equal to those of assessors and preferably higher. They will be experienced tutors or programme managers, with a good knowledge and understanding of counselling and the unit/qualification specifications. Cross marking between tutors of a similar level and experience is an acceptable form of moderation.

8. RESPONSIBILITIES

A centre is responsible for:

- » providing suitably qualified staff to undertake the work of moderation and verification;
- » allowing time for meetings with tutors to ensure that all aspects of course management are known and understood by the entire team;
- » providing appropriate documentation to enable the team to record and evidence all aspects of course management.

Verifiers:

If not one of the teaching team, verifiers will need the time to become familiar with the CPCAB programme(s) concerned and to know the staff sufficiently well to be able to support and assist them to provide a successful course.

Verifiers will need to:

- » work with the tutors - to assist them in knowing what is required and in providing the appropriate evidence to demonstrate that the course concerned is meeting all CPCAB requirements.
- » Oversee the moderation process
- » Evaluate the overall delivery of the course from selection to completion
- » Address any areas for concern via support or action plans as appropriate
- » Record the process of moderation and verification

Moderators:

Moderators (often the tutors) will need to:

- » comment on the standard and consistency of the assessment
- » read and evaluate the feedback of the assessor and check that the appropriate criteria has been met;
- » evaluate the tone of the feedback, looking for encouragement and support for the candidate;
- » ensure that the assessor has given specific feedback to ensure the candidate knows what they have to do to complete the work next time.

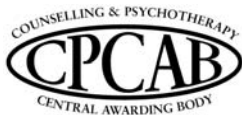
Tutors (assessors):

Tutors need to:

- » work with the verifier, share information concerning the needs of the course within the team and with candidates;
- » complete all the forms and paperwork required by the centre and CPCAB;
- » be familiar with the moderation schedule and ensure that the appropriate assignments are passed to the moderator before returning them to the candidates;
- » inform candidates of the moderation procedure, so that they are aware that their work will often be seen by people who may not be their tutors.
- » Ensure that candidates with specific learning needs are identified as early as possible and directed to appropriate support as available

9. PROFORMAS

Most centres will have their own forms and feedback sheets for moderation and verification. The proformas offered on the following pages are offered as examples, which can be adapted to individual training centre needs.



INTERNAL VERIFICATION OF COURSE

Qualification: Internal verifier:

Tutor Start date: End date:

1	Tutor information	√	Notes
1a	Does the tutor have CPCAB tutor CD and Tutor Guide for the unit/qualification?		1.
1b	Has the tutor attended CPCAB standardisation training?		
1c	Is the tutor aware of centre systems for supporting course delivery e.g. registering candidates, recording assessment results of units/qualifications, IM and IV?		
1d	Are all lesson/session plans in place?		
1e	Is tutor aware of other sources of information and support available for staff in the centre?		
2	Candidate information		2.
2a	Do all candidates have a CPCAB Candidate Guide?		
2b	Do all candidates know about the CPCAB website?		
2c	Do all candidates have a course outline and all the course requirements?		
2d	Are candidates aware of the CPCAB model?		
3	Candidate support		3.
3a	Are all tutors aware of CPCAB guidelines for requesting Reasonable Adjustments and Special Arrangements?		
3b	Are candidates made aware of additional supports within the centre - i.e. IT facilities, learning support, support for additional learning needs?		
3c	Have referrals been made to learning support where necessary?		

4	Assessment processes		4.
4a	How are candidates prepared for the assessment process (both internal and external where applicable) ?		
4b	How does the tutor keep records of each candidate's assignments/assessment decisions?		
4c	Is there a tracking system for monitoring candidates' progress?		
4d	Is there evidence of the assessment of candidates' work by tutor?		
4e	Are candidates tracking their own learning?		
4f	Are the candidates using Criteria Assessment Sheets (CAS)/centre tracking sheets?		
4g	Is all coursework completed and marked?		
4h	Are the Candidate Learning Record Completion Statements completed and signed by the candidate and the tutor?		
5	Moderation of assessment		5.
5a	Is the tutor aware of roles and responsibilities in assessment, moderation, verification?		
5b	What was the sampling method used for moderation of the candidates' portfolios?		
5c	Does the tutor give effective feedback when assessing work?		
5d	Is the tutor marking consistently according to the CPCAB standards & assessment criteria?		
5e	Are there any areas for concern regarding the standard/consistency of assessment?		
5f	What processes/support have been put in place to address these concerns?		
5g	Is the tutor aware of dates/requirements for CPCAB external verifier visit?		
6	Overall evaluation		6.
6a	What do the candidates think/feel about the course ?		
6b	What do tutors think/feel about the course?		
6c	What could be improved?		
6d	Are there any issues arising from CPCAB external verifier report that need addressing?		
Any other comments:			
Internal verifier signature:			Date:

EXAMPLE INTERNAL MODERATION PLAN

Candidate name	Assignment 1	Ass 2	Case study 1	Learning review 1	Learning review 2	Self review 1	Self review 2	Essay
Alan	*				*			
Betty		*				*		
Connie			*				*	
Debbie				*				
Ella	*				*			*
Fran		*				*		
Gill			*				*	
Hilary				*				
Ian	*				*			*
Jaquie		*				*		

* = Assignment designated for internal moderation for the candidate concerned

Please note that the above proforma can be adapted for any CPCAB qualification.

INTERNAL MODERATION FEEDBACK SHEET

Candidate:

Name of moderator:

Name of assessor:

Qualification:.....

Assignment:

Feedback to the assessor’s response to the candidate’s ability to meet the requirements: the assignment brief, criteria, knowledge, theory and standard appropriate for level of unit/qualification.

Feedback on the assessor’s approach to feedback. Was it: appropriate supportive, constructive, encouraging, affirming when appropriate? In a “sandwich”? Any other comments.

Signed (moderator):

Date: