



## **Getting the Quality Right**

### **Centre Guidelines for Managing Quality Assurance for ACETS\* Qualifications**

**\*ACETS – Awards and Certificates in Education, Training and Skills Qualifications**



# Centre Guidelines for Managing Quality Assurance for ACETS Qualifications

<b>Contents</b>	<b>Page</b>
Section 1: Introduction	1
Section 2: Direct Claims Quality Criteria	5
Section 3: Roles and Responsibilities in the Assessment and Internal Moderation Process	9
Section 4: Sample Templates	19



**Section 1:**  
**Introduction**

## Section 1: Introduction

This document provides your centre with the support and guidance needed to conduct assessment and internal moderation for ACETS qualifications.

Internal moderation is a process undertaken to ensure that assessment decisions are accurately judged against the appropriate standards and to ensure that assessment decisions are consistent across the qualification and assessors. It is to ensure that systems are in place within an organisation to support the standardisation of assessment practices and enable early detection of irregularities.

Centres are required to ensure that internal moderation arrangements are in place for all ACETS qualifications in the centre.

It is important to note the following:

- accurate and up to date records of assessment and internal moderation ***must be*** retained. The internal moderation records provide an audit trail of the assessment and quality assurance process and are therefore a **requirement** for all centres. These records will be required for quality assurance monitoring and External Moderation purposes and must be retained ***for not less than 12 months from the submission of the claim for certification;***
- centres are required to have in place arrangements for internal appeals about internal assessment decisions.

## 1 Direct Claims System

CCEA has developed the Direct Claims system as a quality framework. The Direct Claims system will allow CCEA and centres to work together to develop and enhance the quality of ACETS qualifications. Direct Claims Status is awarded by qualifications and level and will be rolled out across all ACETS qualifications in the future. *Details of the Direct Claims timetable can be found on the individual qualification micro-sites on the CCEA website.*

When Direct Claims Status is awarded, teachers and tutors in recognised centres are able to award marks/levels and claim certificates for qualifications and levels without being subject to external moderation. *(Centres may be required to submit a sample of coursework for quality assurance moderation which takes place annually after the issue of results).* The centre-based quality assurance arrangements enable teachers and tutors to make assessment decisions that are not subject to adjustment. ***Centre based quality assurance arrangements in particular the internal moderation process provides the foundation for Direct Claims.***

## 2 Obtaining Direct Claims

In order to obtain Direct Claims Status for each qualification and level centres are required to:

- complete the Direct Claims Annual Form. This form will allow centres to identify the quality assurance arrangements for specific qualifications. Please note that the completion of the Direct Claims Annual Form is ***therefore a requirement of Direct Claims and must be completed annually to maintain Direct Claims Status.*** The form and Direct Claims User Guide can be accessed on the CCEA website: [http://www.rewardinglearning.org.uk/microsites/essential\\_skills/docs/direct\\_claims/direct\\_claims\\_info\\_user\\_guide.pdf](http://www.rewardinglearning.org.uk/microsites/essential_skills/docs/direct_claims/direct_claims_info_user_guide.pdf)
- meet assessment standards for the qualification and level on two consecutive occasions within the last 2 years. i.e. complete two cycles of External Moderation without adjustment to teacher/tutor assessments;
- retain records of assessment and internal moderation for not less than 12 months from the date of the claim for certificates (i.e. TAC1 /outcomes form);
- attend a subject specific Agreement Trial;
- facilitate a Quality Assurance Monitoring visit by CCEA.

## 3 Maintaining Direct Claims Status

In order to maintain Direct Claims Status for qualifications centres are required to:

- Continue to assess to the required standard;

- complete the Direct Claims Annual Form. This form will allow centres to update details relating to quality assurance. The information is required on an annual basis and is therefore a requirement of Direct Claims and must be completed annually;
- retain records of assessment and internal moderation for not less than 12 months from the date of the claim for certificates;
- facilitate a Quality Assurance Monitoring visit by CCEA.

*Please note that attendance at Agreement Trials is required only for centres with non -Direct Claims qualifications.*

#### **4 Direct Claims Timetable**

Direct Claims is being introduced on a phased basis across ACETS qualifications. Direct Claims for Key Skills, Essential Skills and QCF Modern Language qualifications is available from September 2010. Other ACETS qualifications will be implemented in due course. Details of the implementation timetable are available on the qualification micro-sites on the CCEA website.

**Section 2:**  
**Direct Claims Quality Assurance Criteria**

## **Section 2: Direct Claims Quality Assurance Criteria**

For each qualification and level, evidence of the following criteria are required:

- Quality Management
- Staff Development, Roles and Responsibilities
- Internal Assessment Arrangements
- Internal Moderation Arrangements
- Assessment History: The qualification(s) must meet assessment standards on two consecutive occasions.

### **1 Quality Management**

- ✓ Policies and procedures in place to ensure that learner and staff needs are addressed.
- ✓ Adequate resources and systems to support qualification delivery.
- ✓ System in place for management of collaborative arrangements.
- ✓ Complies with CCEA policies and procedures.
- ✓ Effective communication systems in place internally and with CCEA.

### **2 Staff Development, roles and responsibilities**

- ✓ Centre provides appropriate training and staff development, guidance and support.
- ✓ Staff undertake CCEA training as appropriate please note that staff new to the qualification must attend the subject specific agreement trial.
- ✓ Centre retains staff development records.

### **3 Internal Assessment Arrangements**

- ✓ Learners are provided with advice and support.
- ✓ Systems in place to ensure validity and authenticity of candidate work.
- ✓ Appropriate assessment documentation must be used.
- ✓ System in place for recording and reporting accurate assessment.
- ✓ Confidentiality and security of assessment materials are assured.
- ✓ Ensures that internally assessed work is submitted to CCEA within agreed deadlines.

### **4 Internal Moderation Arrangements**

- ✓ Arrangements are in place for internal moderation.
- ✓ Roles and responsibilities in assessment and internal moderation are clear.
- ✓ Up to date records of internal moderation are retained.

- ✓ Internal moderation procedure is reviewed and amended as appropriate.
- ✓ Arrangements are in place for actions resulting from external moderation.
- ✓ For centres that have a single assessor it is recommended that the centre makes use of the following CCEA services:
  - Portfolio Clinic
  - Agreement Trials (subject specific)
  - Subject specific training events.



## **Section 3:**

# **Roles and Responsibilities in the Assessment and Internal Moderation Process**

### **Section 3: Roles and Responsibilities in the Assessment and Internal Moderation Process**

The following section identifies roles and responsibilities in the assessment and internal moderation process.

#### **Role of Qualification Co-ordinator**

The Qualification co-ordinator is the person responsible for ensuring that the management, administration and quality assurance systems for the qualification are appropriately maintained.

The person undertaking this role will need to ensure that:

- the management, co-ordination, assessment and internal moderation procedures are implemented correctly and consistently across the centre;
- there is regular contact with staff responsible for internal moderation;
- appropriately qualified and trained staff are involved in the assessment and internal moderation processes;
- assessors and staff involved in internal moderation are familiar with assessment criteria that they are assessing and are supported and guided in their role;
- assessors and staff involved in internal moderation are familiar with the CCEA recording systems, documentation and procedures for assessment and internal moderation;
- learners and assessors are notified of assessment dates including dates of external moderation;
- all correspondence between CCEA and the centre is disseminated promptly to all relevant people;
- monitoring and visiting arrangements as required by CCEA are managed and coordinated.

## Role of the Internal Moderator

Internal moderation is a process undertaken to ensure that assessment decisions are accurately judged against the appropriate standards and to ensure that assessment decisions are consistent across the qualification and assessors.

*The role of an Internal Moderator is a critical role in the assessment process. Centres are advised to have an Internal Moderator in place for each of the qualifications offered. The Internal Moderator is the person with responsibility for ensuring that internal moderation is appropriately carried out.*

The Internal Moderator must ensure that a process is implemented to show that staff in the centre are making consistent and accurate assessment decisions in accordance with the assessment criteria as defined in individual ACETS qualifications. The internal moderation system should provide checks and support for assessors in making and applying assessment decisions.

The way in which internal moderation is organised will reflect the needs of your centre, however the following should be included in the internal moderation system:

1. Planning Internal Moderation
2. Implementing Internal Moderation
3. Follow up to Internal Moderation
4. Implementing Internal Moderation

## **1 Planning Internal Moderation**

- Draw up an internal moderation schedule for the qualification. (Internal moderation should be planned so that it detects any assessment issues early in the assessment cycle.)
- Ensure that assessors are fully aware of the internal moderation procedure and timescales.
- Provide advice and support for assessors as appropriate.

## **2 Implementing Internal Moderation**

- Ensure that an effective system of internal moderation is in place.
- Ensure that assessors are fully aware of their responsibilities.
- Retain accurate and up to date internal moderation records.
- Provide advice and support to assessors on a timely basis.
- Sample across all assessors to ensure that assessed work is consistent with assessment criteria and standards.
- Ensure that own assessment decisions are internally moderated by another person.
- Give feedback to assessors and identify any follow up action as appropriate.

## **3 Follow up to Internal Moderation**

- Ensure that appropriate action is taken.
- Ensure that action is recorded and signed off and that records are retained.

## **4 Implementing Internal Moderation**

### **(a) Sampling Assessments**

Learners' work must be sampled across the qualification and from each assessor delivering the qualification. The sample should be constructed in a way that assures the entire assessment process. The sample should consist of:

- The full range of assessment decisions made;
- Experience of assessor: new or inexperienced assessors should have more work internally moderated than an experienced assessor;
- New qualifications: when a qualification is first introduced the sample should be increased;
- Appropriate size related to number of learners.

**(b) Conducting Internal Moderation**

The Internal Moderator reviews the judgments of the assessor against the assessment criteria:

- Check the learner's work against criteria and judge whether it has been accurately assessed.
- Check the feedback from assessor to learner.
- If the work is inaccurately assessed, appropriate action should be identified on the Internal Moderation Form.
- The assessor should re-assess the learner work in light of the internal moderator comments and it should be checked again by internal moderator, signed and dated, it may be necessary for the learner to do some additional work.

**(c) Giving Feedback to the Assessor**

The Internal Moderator should record their judgement and give feedback to the assessor. Record of the feedback and any follow up actions must be retained. The Internal Moderator should provide advice on what can be done to improve the assessment process. The internal moderator must ensure that any actions, identified as a result of internal moderation, are carried out within an agreed timescale.

## **Assessment and Internal Moderation Record Keeping**

Accurate and up-to-date records of assessment and internal moderation **must be** retained as they provide an audit trail of the assessment and quality assurance process; in addition the records are a requirement for Direct Claims Status and will be reviewed during centre monitoring. All records must be up-to-date and signed as appropriate.

Centres must retain the following records:

### **1 Completed assessment records**

The centre must use appropriate CCEA assessment documentation as required by the relevant qualification, e.g. My Record, Portfolio Evidence Assessment Record.

### **2 Completed internal moderation records**

The centre is free to devise custom internal records however there must be a record of the following as a minimum requirement for internal moderation:

- (a) Candidate Name
- (b) Title and level of qualification
- (c) Name of assessor
- (d) Name of internal moderator
- (e) Dates of all assessments and outcomes
- (f) Dates and outcomes of internal moderation
- (g) Actions resulting from internal moderation
- (h) Certification claims (TAC1s/Learner Outcome Form)

*Sample Internal Moderation templates are available in Section 4 of this booklet*

## Internal Moderation Good Practice

Internal moderation can be undertaken in a number of ways, but the following are examples of good practice:

- There is a recognised team of internal moderators (if appropriate) who meet regularly to ensure standardisation of procedures.
- There is an internal moderation policy which promotes a rigorous commitment to quality improvement.
- Internal moderation processes are agreed and published so that they are clearly understood by all members of delivery teams.
- Internal moderation schedules are drawn up to ensure timely implementation.
- Internal moderation should be planned so that it detects any assessment issues early in the assessment cycle. Internal moderation should not take place at the end of the programme.
- For centres that have a single assessor/internal moderator and co-ordinator it is recommended that the centre makes use of the following CCEA services:
  - Portfolio Clinic
  - Agreement Trials (subject specific)
  - Value Added Training.
  - Subject specific training

## Overview of Role of Internal Moderator

Internal moderators are responsible for:

- developing and monitoring the internal moderation schedule to cover all aspects of the qualification and all those assessors delivering the qualification;
- co-ordinating all internal moderation arrangements including multi-sites and consortia, as appropriate;
- ensuring that assessors follow the assessment guidance provided by CCEA;
- advising and supporting assessors to assist them in interpreting and applying the assessment criteria correctly and consistently;
- sampling assessment activities, methods and records to monitor the consistency of assessment decisions;
- maintaining up-to-date and accurate records of internal moderation for each qualification ***for not less than 12 months from the submission of the qualification claim;***
- providing assessors with prompt, accurate and constructive feedback on their assessment decisions;
- undertaking liaison with other staff members to implement the requirements of the assessment system;
- ensuring that all candidate records and centre documentation are completed in accordance with CCEA requirements;
- undertaking an active role in raising issues of good practice in assessment.

## **The Role of the Assessor**

The Assessor(s) is responsible for:

- fully briefing the learner on the assessment process and ensuring that they are aware of their responsibility in the collection and presentation of portfolio evidence;
- following assessment guidance provided by CCEA and your centre;
- taking part in all portfolio standardisation activities;
- providing candidates with prompt, accurate and constructive feedback;
- assessing learners evidence and recording assessment decisions;
- ensuring the evidence produced by the candidates is valid authentic, current and sufficient;
- ensuring that all candidate records and centre documentation are completed in accordance with CCEA requirements;
- ensuring the confidentiality of candidate records.



**Section 4:**  
**Sample Templates**

Assessor name:			
Internal Moderator:			
Title of assessment:			
Qualification:			
Unit title and number:			
Outcomes assessed:			
Date of moderation/Verification:			
Name of candidates whose assessment is being moderated/verified:			
Aspect	Criteria & Indicators	Satisfactory? Yes/No/N/A	Notes
Learning outcomes	Have all the specified outcomes/learning objectives been assessed?		
Evidence indicators	Are all the appropriate evidence indicators present?		
Feedback	Is feedback motivational and formative, clearly identifying areas for improvement and gaps in the evidence?		

**Internal Moderation Sampling Plan & Tracking Sheet**

Qualification:	Level:
Internal Moderator/Verifier:	Assessor:

Candidate	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7

**Internal Moderation Plan**

Student Name	Qualification Name & No:					
	Unit	Unit	Unit	Unit	Unit	Unit

## Internal Moderation Report

Centre:		
Report No:	Units Moderated	Assessor:
Candidate:		
Date:	Interim/Final:	Internal Moderator
Qualification:		

	Yes	No	Internal Moderator/ comments
Has appropriate and sufficient assessment planning taken place?	<input type="checkbox"/>	<input type="checkbox"/>	
Has prior learning/achievement been identified and used where possible?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the assessment method appropriate?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the evidence address all of the criteria within the elements moderated/verified?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there adequate coverage of the learning outcomes range/knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the knowledge requirement been evidenced and assessed?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the evidence been clearly cross-referenced and gathered over a sufficient period of time?	<input type="checkbox"/>	<input type="checkbox"/>	
Do you agree with the assessment decision? valid/reliable/sufficient/current/authentic?	<input type="checkbox"/>	<input type="checkbox"/>	
Was feedback to the candidate constructive?	<input type="checkbox"/>	<input type="checkbox"/>	
Was the amount of evidence indicative of efficient assessment?	<input type="checkbox"/>	<input type="checkbox"/>	
Correct documentation used and fully completed?	<input type="checkbox"/>	<input type="checkbox"/>	

Reassessment required	Yes/No
Reassessment completed	Yes/No

## Internal Moderation Report

Centre:

Feedback to Assessor:

Action to be taken:

Resubmit on:	
Internal Moderator/Verifier's signature:	Date:
Assessor's signature:	Date:

I confirm that the action points have been completed and the evidence requirements have been met.

Internal Moderator signature:	Date:
Assessor's signature:	Date:

## Internal Moderation

Qualification:		
Assessor:		
Unit(s):		
Assignment title:		
Learner's name:		
Has the work been assessed accurately?	Yes/No*	Details
Is the feedback to the candidate: <ul style="list-style-type: none"> <li>• constructive</li> <li>• linked to the relevant grading criteria</li> <li>• identifies opportunities for improved performance</li> <li>• agrees actions</li> </ul>	Yes/No*	Details

\* If 'No' is recorded and the Internal Moderator recommends amendment of the assessment decision, the Assessor and the Internal Moderator should confirm that the action has been undertaken.

Confirmation of remedial action

Assessor Name:			
Signature:		Date:	
Internal Moderator name:			
Signature:		Date:	

## **Roles and Responsibilities of the Internal Moderator**

- To ensure that all assessors follow assessment procedures as recommended by QCA, the Awarding Bodies and Lead Bodies.
- Ensure all assessors are occupationally competent and hold appropriate assessment qualifications (or are working towards them).
- Ensure that all Assessors are consistent in their interpretation of the National Standards.
- Allocate Assessor to cohorts of candidates and allocate each cohort an Internal Moderator.
- Draw up assessment schedules for each cohort of candidates with the Assessors.
- Draw up planned internal moderation schedules for each cohort of candidates and track candidate achievements.
- Request Assessors to provide selected candidate portfolios for internal moderation and ensure the prompt return to assessors.
- Ensure the sample reflects the total cohort. The sample should include: include:
  - All Assessors
  - A wide range of learners
  - Across all units
  - To include all satellite/outreach centres.

## Useful Links

The following documentation provides useful advice regarding assessment and internal moderation.

*Guidelines for Conducting Coursework for ACETS Qualifications* available to download from [www.ccea.org.uk](http://www.ccea.org.uk)

*Access Arrangements, Reasonable Adjustments and Special Consideration: General and Vocational Qualifications.* Available to download from <http://www.jcq.org.uk/attachments/published/538/22.%20AARASC%201011.pdf>

*Suspected Malpractice in Examinations and Assessments: Policies and Procedures.* Available to download from JCQ website ([www.jcq.org.uk](http://www.jcq.org.uk)).

*Arrangements for internal appeals about internal assessment decisions and enquiries about results.* Available to download from JCQ website <http://www.jcq.org.uk/attachments/published/670/Internal%20appeals%20document%20Jan%202006.pdf>