

INTERNAL MODERATION

Any training programme accredited by the Institute for Individual Psychology (the Training Division of the Adlerian Society UK) must give internal moderation which provides an efficient monitoring, standardisation, evaluation and action planning system, closely linked to the External Moderator.

1. THE INTERNAL MODERATION PROCESS

Any internal IIP moderation system must provide for:

- induction of all new tutors;
- ongoing support for all tutors;
- a co-ordinated approach, including efficient recording, monitoring and evaluation;
- accountability, allowing for action planning;
- a procedure for assessment sampling and a minimum of one standardisation meeting per year;
- communication with the External Moderator.

N.B. In addition, for IIP qualifications, there will be specific requirements for internal moderation set out in the IIP Award Guidelines. These must be met and the External Moderator will report on this to IIP in the Annual Review Report.

The IIP supports the development of appropriate internal systems to meet the varying needs and demands of the Regional Adlerian Centres. These guidelines set out the minimum requirements for any system and offers guidance on how to embed these standards in any Regional Adlerian Centre.

Internal Moderation is a system whereby each tutor checks assessment procedures against the best practice of the team, as well as a framework for networking to share ideas and review issues affecting quality. Internal Moderation should monitor how the Submission Document (list of assessed assignments, criteria for assessment plus relevant units or Course Handbook) is being met in practice and ensure the External Moderator's recommendations are included in action planning in an annual cycle.

Internal Moderation is a means of promoting:

- good practice
- consistency and standardisation in assessment
- genuine rigour leading to improvement and increased quality
- better qualitative self-assessment for the institution.

Minimum requirement for Internal Moderation

- a named Co-ordinator;
- an annual calendar of meetings: recommended two per year in a large programme/framework;
- a classroom visit to all tutors;

- full induction for all new tutors;
- paper-based feedback;
- assessment sampling to ensure assessment criteria have been rigorously and consistently applied;
- clear communication with the External Moderator via reports, information about meetings and a final moderation meeting;
- retention of samples of learner achievement over a 3-year period to provide standardisation, a minimum of two completed files which are representative of the learners' profile of achievement on the programme, i.e. checked criteria sheets. This sample should be made available to all Internal Moderators and to the External Moderator on an annual basis;
- retention of assessment records for all learners.

Internal Moderation will support tutors in portfolio building, learner guidance and other issues. Any system used should ensure that learners receive an integrated approach to assessment and a means of verifying all work, including course work, and that standardisation takes place, particularly in borderline cases.

Tutor induction

The induction process for all tutors should include:

- Submission Document: all tutors should have a copy;
- Tutors should be talked through, key issues from the Submission Document;
- Internal Moderation system: name of Co-ordinator, calendar of meetings including standardisation, record Forms in use, name of Internal Moderator or peer partner/round robin tutor;
- Name of External Moderator and an explanation of how the annual moderation cycle is organised.

Models of Internal Moderation

Any model of internal moderation should rest on peer support and allow all tutors to be involved in discussion about levels and assessment. All Internal Moderators will be tutors on the programme.

Models of Internal Moderation may be:

- centralised: one or more tutors are appointed by the Course Co-ordinator to moderate several other tutors, OR
- round Robin: each tutor visits and moderates one other tutor who then visits and moderates another and so on, OR
- peer Partners: tutors are paired and offer each other moderation as mutual feedback; this can be overseen by a "Committee" of the tutors involved.

2. ROLES AND RESPONSIBILITIES

The Tutor is responsible for:

- keeping an up-to-date copy of the Submission Document and units;
- delivering the programme to the standard and within the framework agreed;
- completing the necessary administration Forms;
- setting and assessing learners' work and making recommendations for the Award of Credit;
- liaising with the Internal Moderation Co-ordinator on arrangements for internal moderation, including moderating colleagues' assessments;
- providing assessment samples for internal moderation and external moderation as required;
- attending internal moderation meetings and the Final Moderation Meeting with the External Moderator if required.

The Internal Moderator is responsible for:

- liaising with the Internal Co-ordinator;
- visiting colleagues' classes to discuss assessment issues and offer support;
- completing internal moderation report Forms as appropriate;
- attending internal moderation meetings and sampling assessment across the programme to ensure consistency;
- signing Award of Credit Forms for colleagues whose work they have moderated;
- attending Final Moderation Meeting with External Moderator to discuss all issues arising from the programme.

The Internal Moderation Co-ordinator is responsible for:

- fully inducting staff;
- managing the administration process so that all Forms are completed in good time;
- contacting the External Moderator in the first few weeks of any year to explain the internal moderation system and the calendar of meetings, etc.;
- co-ordinating the internal moderation process, including associated Forms, and minutes of meetings;
- organising assessment sampling and standardisation at annual meetings – a minimum of one per year;
- sending the External Moderator all such paperwork promptly;
- organising the Final Moderation Meeting with the External Moderator;
- ensuring that completed Award of Credits Forms and the agreed sample are produced at the final meeting;
- disseminating the External Moderator's Annual Review Report to all staff and sending a copy thereof to IIP.
- reviewing the internal moderation system annually and incorporating any recommendations for the External Moderator into an Action Plan;
- keeping an agreed sample of learners' achievements, a minimum of two learners' completed work for a 3 year period for use in standardisation.

Internal Moderation course visit

A classroom visit does not involve Internal Moderators in criticising delivery – it allows for contact with a group of learners and opportunities to have a “hands-on” experience of the site, the type of group and other factors. It also allows learners to see moderation in process.

The principal purpose of the visit is to offer support to a tutor on the basis of professional trust, and to ensure consistency in assessment procedures.

Internal moderators visiting another tutor should look at evidence collected so far, in a sample of portfolio/files, in order to give advice and ensure that the Submission Document is being followed.

This could include:

- one from each level, plus any borderlines OR
- one from top, middle, bottom of range, plus any borderlines OR
- three randomly chosen, plus any the tutor would like seen.

In reviewing this work in progress, the Internal Moderator should look at the way specific learning outcomes have been assessed and recorded by the tutor and/or the learner.

Accurate up-to-date records on the progress of each learner should be available.

The Internal Moderator and the tutor should discuss how assessment was arrived at and issues arising in an open dialogue which supports understanding and best practice. The Internal Moderator may advise on improvement in assessment methods. Visits should be recorded on a simple appropriate Form, which is sent to the External Moderators via the Internal Co-ordinator.

Annual Meetings

A recommended minimum of two annual meeting per year per Level.

Internal Moderation meetings may include the discussion of many issues, including common resources, approaches to delivery and so on.

Opportunities must also be given for assessment sampling across a team of tutors, in order to ensure rigorous standardisation. A sample from each group at each level and each tutor must be internally moderated and the decisions recorded.

The meetings should be recorded and the minutes sent to the External Moderator.

3. PORTFOLIO-BASED ASSESSMENT: THE TUTOR'S ROLE

Principles of IIP Assessment

- **Authenticity:** the evidence of assessment is the learner's own work;
- **Validity:** the assessment should measure what it claims to measure; there should be a close fit between the assessment and the learning process.
- **Reliability and Consistency:** the assessment result should be replicable under different circumstances or with a different assessor.
- **Fitness for Purpose:** assessment should be appropriate for the curriculum and for the learners.
- **Inclusiveness:** assessment should be equitable and should be designed to allow all learners to achieve regardless of their history or background.

Assessment in all IIP Centres should involve:

- the rigorous application of assessment criteria at the appropriate IIP levels, i.e. Certificate Level and Diploma Level;
- a reliable process of standardisation to ensure consistency across learners, sites and units and to meet the standards for IIP Qualifications.

The Tutor's role involves providing all learners:

- with ongoing feedback: informal formative assessment;
- varied opportunities to achieve against specific learning outcomes: formal formative assessment;
- summative assessment of overall achievement.

This model of assessment allows for the learners themselves to participate in the process. The methods used to assess them can be negotiated to suit their needs and they can have an ongoing sense of their strengths, as well as the chance to set their own targets. It is the active participation of learners in the assessment process that promoted real progression and growth for the adult.

Assessment for adult learners should be:

- open and transparent;
- continuous and be a last minute, end-of-course procedure;
- reliable and rigorous.

Good practice includes:

- giving the learners the learning outcomes and assessment criteria so that they know what is expected of them;
- explaining how they can achieve at different levels.

Assessment strategy

The Submission Document should indicate an assessment strategy including, for example:

- the weighting given to types of assessment activity, e.g. project 60%, case study 20%, other methods 20%;
- the volume of evidence required;
- the number of times a learner must show they have acquired a skill and in which context;
- the timing of assessment tasks;
- how much help is allowable, for instance with Introductory Level/Certificate Level learners;
- the importance of certain Learning Outcomes.

The internal moderation team may decide there is such a strategy in practice, even if it is not defined by the original Submission. For example, a learning diary may be important on a personal development course and may be used as the key means of assigning level. All such decisions should be fully discussed with the External Moderator and recorded clearly in the Submission Document as a minor change.

N.B. Skills-based learning should be assessed by a variety of different activities as far as possible and that should include repetition. Filling in a checklist immediately after giving input (e.g. language vocabulary) does not allow for practice and consolidation.

Evidence

Submission Documents outline indicative evidence of each learning outcome on a course. This may suggest a range of either/or; it may sometimes be prescriptive, e.g. 1000 word essay. IIP promotes the recognition of diversity in learning and the adaptation of assessment methods to match the needs of the learner. Evidence can be tailored to individuals or groups, and should always be flexible, varied and appropriate. A team working within a programme may develop a common approach to types of evidence, which could still allow an individual learner to provide alternatives. For instance, a learner with physical difficulties may provide visual and oral evidence for assessment, for example, photos, video, tapes, etc. rather than the notes and reports which have been produced by the rest of a group.

Evidence of learning

- evidence of learning may be tangible, such as the growth of personal confidence;
- a handout given by a teacher and filed is not evidence of achievement: it is evidence of learning activity;
- a gapped handout with the learner's own thoughts, responses, questions, etc. could be used as evidence of learning.

Evidence of achievement

Question: When does evidence of learning become evidence of achievement?

Answer: Evidence of learning becomes acceptable evidence of achievement when it has been assessed against a specific outcome or outcomes, using the stated assessment criteria.

For Example: a presentation given by a learner may be evidenced by a record of tutor observation and assessment of performance. Even if there is a video, the Moderator needs to see the tutor assessment of that evidence. The Moderator does not make the assessment decision; that is the Tutor's responsibility. The Moderator looks at how that decision was taken; s/he looks at the assessment procedure and endorses the assessment.

Any written feedback, which is acting as evidence of achievement, should clearly refer to the learning outcome/s and units.

Purpose of a learner's portfolio

- for the learner to collect and use material related to the course, including private research, exercises, notes, etc.: this is evidence of learning;
- to present assessed work for moderation: this is evidence of achievement.

These two purposes are distinct, although the final file may, and often does, serve both. For Moderation, however, it is only the second that is important, though a Moderator may draw on and comment on the material from the first.

It is useful practice to include a learning outcome on Portfolio Building in the Submission Document, as this embeds a suitable approach and prevents the "let's do your portfolios now in the last week" approach.

Portfolio organisation – minimum requirements

Assessed work that is linked to Learning Outcomes and Level and gives feedback to the learner.

As an example, a portfolio may include all, or some, of the following:

- a set of notes with comments from the tutor,
- an assignment with a core sheet describing task, tutor's comments, self-assessment by learner;
- a self-assessment sheet with tutor's confirmation, e.g., signature and Level;
- a peer assessment sheet, with tutor's confirmation as above;
- a tutor observation sheet recording participation in several group exercises with comments and the Level;
- an assignment sheet linked to a video of an event: the Level and comments at the end of the course;
- a tape attached or in a pocket with an assessment sheet cross-referenced;
- a tutor observation sheet which comments on the learner's whole achievement at the end of the course.

There may be evidence of learning which supports the overall assessment of the achievement:

- additional work;
- records such as learning diaries which show personal development;
- research notes which show independent learning and/or study skills.

Aims of sampling

- to ensure that assessment criteria at different levels are applied consistently and appropriately;
- to ensure that different methods of assessment are applied consistently and accurately;
- to ensure assessment criteria are interpreted consistently in borderline cases;

- to ensure there is sufficient evidence to demonstrate that the learning outcomes have been achieved;
- to ensure that IIP standards are met, e.g. on IIP Awards.

Assessment sampling during the training programme will include:

- a range of learners/students;
- a range of levels (where appropriate);
- all borderline cases;
- examples of different methods of assessment;
- examples of work assessed by all tutors for all groups.

The progression of individuals is crucially tied to standardisation. IIP provision is intended to promote access to those who may not have acquired the more traditional qualifications and is underpinned by a philosophy of continuous opportunity for learning. IIP Certificates and Diplomas must have credibility and currency both locally and nationally.

The status of IIP Certificates and Diplomas, therefore, depends on the standardisation which assessment sampling provides.

Models of Assessment Sampling

First Meeting

- all learners' portfolios are randomly sampled, followed by identification of issues – OR
- an agreed sample is matched, e.g. all Certificate Levels, or all Diploma Levels, or all borderlines, Co-ordinator samples and feedbacks issues – OR
- each Internal Moderator brings difficulties, problem portfolios and discusses them in depth with the teaching team.

Second Meeting

- Portfolios are ranked; all borderlines read and discussed – OR
- Co-ordinator tracks specific learning outcomes across all of an agreed percentage – OR
- Internal Moderators pair and sample, feeding back comments to whole teaching team.

N.B. Before learners from any group are allowed to go forward towards applying for an IIP Certificate or an IIP Diploma, a sample of completed portfolios from each level must be internally moderated and the decisions recorded.

5. FINAL MODERATION MEETING

The External Moderator will negotiate the format and arrangements for the final moderation meeting with the Internal Co-ordinator. The External Moderator will indicate in advance what sample of assessed work they wish to see. If possible, all tutors who are involved in internal moderation should attend and, if practical, a visit to the learning environment by the External Moderator should be organised in order to meet with the students.

The internal Moderation Co-ordinator is responsible for:

- ensuring all Internal Moderators are aware of the date;
- booking the venue;
- arranging for the minutes to be taken;

- agreeing and producing an agenda with the External Moderator;
- ensuring appropriate samples of work, are brought as agreed with the External Moderator;
- providing a completed Completion of Moderation Form for the External Moderator's signature (see Appendix).

The Final Moderation Meeting will also allow for discussion of issues arising from the annual run of the programme and for recommendations from the internal moderation process to be fully communicated to the External Moderator.

The External Moderator's Annual Review Report will be sent to the relevant Adlerian Centre, to IIP and to the Internal Co-ordinator who is responsible for disseminating its contents to all tutors and for including the External Moderator's recommendations in the Annual Review of the programme.

Completion of Moderation Form

Each learner/student is issued with a Completion Form. This will be completed by the tutor, and countersigned by the Internal Moderator and then by the External Moderator, to indicate that assessment sampling has taken place. It also indicates that agreement has been reached between the learner/student and the tutor.

No Completion Form may be signed by the External Moderator unless it has already been signed by the Internal Moderator.

Award of Credit

Each learner is issued with an Award of Credit Form by the Training Centre. This is completed by the tutor, countersigned by the Internal Moderator and then by the External Moderator, to indicate that assessment sampling has taken place. It also indicates that agreement has been reached between the learner and the tutor.

An Internal Moderator should not countersign their Award of Credit Forms – they will require another tutor's signature to indicate they have been internally moderated.

No award of Credit can be signed by the External Moderator unless it has already been signed by the Internal Moderator.

Awards of Credit can only be given to the specifications in the Submission Document.