

Centre Moderation Visit Guidance for Centres

Sept 2019

The Centre Moderation Visit Guidance for Centres

1. General

A Centre Moderation Visit is an opportunity for the External Quality Assurer to ensure that the centre is delivering ASDAN qualifications effectively.

Therefore, as well as moderating the candidate work, the EQA will look at how the centre is implementing their Centre Approval policies, managing and reviewing resources, and operating effective management, administration and quality assurance arrangements.

Following a Centre Moderation Visit the EQA completes a Centre Visit Report alongside the Moderation Feedback Report. The centre will be able to access both reports in the normal way, through the members area of the ASDAN website.

If necessary, Action Points may be agreed and set.

2. Preparing for the visit

- 2.1 The centre will need to ensure that the EQA has everything they need to complete the moderation: the sample of portfolios identified (and access to the rest of the submission), a quiet room in which to work; access to staff and candidates as agreed.
- 2.2 The remainder of the visit will focus on confirming that the centre's policies and procedures for the quality assurance of the delivery and assessment of ASDAN qualifications are appropriate and effective. The centre will need to provide the EQA with suitable evidence for each section of the Centre Visit Report, and to make the relevant staff and learners available to the EQA as agreed in advance.

3. The Centre Visit Report

The following guidance explains the purpose of each section of the Centre Visit Report and what would constitute suitable evidence.

The EQA comments in each section will result from a combination of discussion with staff and learners, and a review of the relevant evidence.

Sections 1 – 3: Centre and External Quality Assurer details, plan for moderation

These sections will be completed by the Centre Support team before emailing the form to the centre.

Section 4: Staff expertise

This section will also be completed by the Centre Support Team, with the information currently available. However the EQA will check and confirm that the staffing information provided here is current and accurate, so that ASDAN can maintain an up to date record of centre staff.

Section 5: Administration

Suitable evidence could include:

- 5.1 - a description of where the centre's policies and procedures in relation to assessment and internal moderation are kept, and/or a demonstration of how to access them.

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5.2 - programmes for meetings, agendas and minutes, in-house training events and development groups.

5.3 - documented evidence of prompt dissemination to tutors/assessors, such as agendas, minutes, evidence of development workshops, internal memos/circulars.

5.4/5.5 - a demonstration of how all candidate records are stored securely and how access to candidate records is restricted to those who have a right to view them.

5.6 - the centre's policy on retention of registration records and details of results in line with ASDAN's policy for the retention of assessment materials, and for enquiries and appeals; examples of such records.

Section 6: Management and Resources

Suitable evidence could include:

6.1 - the latest versions of recording documents, candidate books, Standards with Guidance etc.

6.2 - records of attendance at training, CVs or certificates.

6.3 - staff handbook, confirmation that all staff involved have a copy of the Standards with Guidance

6.4 - staff appraisal/review documentation

6.5 – description of job role/responsibilities; how other commitments to responsibilities other than those associated with the qualification(s) are managed; the arrangements for supporting candidates undertaking the qualification in the event of staff absence; staff conflict of interest declaration

6.6, 6.7 – documented evidence of how the ratios are determined, taking into account the qualification, the method of assessment and the location and number of candidates.

Section 7: Delivery, Assessment and Internal Moderation

7.1 - registration forms, learning/training needs analysis, learning/training action plans.

7.2 - a student handbook or similar. Candidates must be made aware that they are able to request a review of marking and other assessor decisions, and make a complaint in relation to the centre's policies on fair assessment or equality and diversity. They must be aware of the policies that relate to them, for example Malpractice and Maladministration.

7.3 - a log of all adjustments made for the purposes of assessment.

7.4 - formative and summative assessment records, teaching and learning plans (to meet GLH), assessment plans, internal moderation records etc.

7.5, 7.6 - a sample of assessment plans and materials.

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7.7 - minutes of Assessment/IM meetings, standardisation meetings for assessors, Internal Moderation Sampling Plans and Reports.

Section 8: Malpractice and maladministration

Suitable evidence could include:

8.1, 8.2 - evidence of the implementation of the centre's malpractice and maladministration policy; evidence of how it is made available to staff and candidates. Specific inclusion of reporting, investigation and sanction arrangements.

8.3, 8.4, 8.5 - a written procedure to follow when submitting candidates, including checking by an identified person against records of completion; records of checking certificates before distribution; records of requests for amendments to candidate submissions and actions taken to prevent similar errors re-occurring.

Section 9: Centre feedback

In order to fulfil our regulatory requirements and to ensure that we undertake a regular review of our qualifications, we need stakeholder feedback.

Section 10: Candidate Review

The questions relate to the centre's delivery and assessment process, not the qualification itself.

If requested, candidate questions may be sent to the centre in advance and the responses sent on separately to the EM.

If candidates are available to speak to the EQA, they must be interviewed as a group or with a member of centre staff present. Candidate names will not be recorded.

Access guidance

The questions listed are unlikely to be meaningful to all candidates, and it is acknowledged that there will also be instances where it is not appropriate or possible to interview candidates due to learning or communication issues and this should be recorded. In this case, responses from some who are able to participate would be acceptable, and where all candidates are unable to give direct answers about their experience, centres might include evidence from parents or carers.

The EQA may need to rephrase questions, and prompt candidates with additional questions, in order to elicit a relevant response.