

Verification and Moderation

The Verifier or Moderator's role is crucial in maintaining the quality of the course.

Moderation is a combination of verification and standardisation.

The Verification is achieved by:

Looking at the students' work and ensuring that the five principle have been met -

Authenticity?

Is this student's own evidence?

- ensuring the student has signed to confirm it is their own work.

(Not a foolproof way of determining authenticity, but if they sign to say it is theirs they have taken responsibility and ownership of their evidence.)

- use of experience and knowledge of the subject to identify any plagiarism

(Tutors are probably well enough read and know the textbooks and websites well enough to know when a paragraph comes from someone else. Use their commonsense to detect content that is not written in the learner's style)

- any downloads/handouts should not be there unless suitably highlighted and relevant

(A good rule of thumb is for the student not to include downloads or handouts. If they are present they have to be personalised and highlighted to prove a point)

- if assessing a thesis ensuring the student has put a header on each page and pages are numbered.

(Always useful in case it does not come in stapled or bound, makes it awkward for sampling though....)

Valid?

- Does the evidence fit the assessment criteria?

(Has the student answered the question or task that has been set?)

- Is the evidence current?

(Case histories, for example need to be recent, not years ago.)

Reliable and Consistent?

- Does the assessment of the evidence tally with that done by someone else with the same topic?

(Does the assessment match or be equivalent to an assessment done by someone else of the same unit at the same level?)

- Does the assessment of the evidence tally with other students of the same tutor or school?

(Is the assessment of this student a fair match or comparison to others they have done?)

Fit for Purpose?

- Do the assessment criteria and levels fit the learning outcomes
(If they feel they don't then speaking to the Verifier or Moderator or to the CTC Committee – maybe the criteria need changing or updating!)
- If pictures or video are used they need to be annotated
(If drawings or pictures have been used, they must be annotated on the reverse, and signed, just like written work- see 'authenticity')
- If witness are used there needs to be a statement
(If someone other than the tutor is providing a record of evidence, ensure there is a signed statement.)

Inclusive?

- Have they helped everyone to achieve, regardless of any 'issues' they might have?
(Ensure that they have not sidelined anyone for any reason - their history or anything that makes them 'different')
- Have they been aware to any underground issues that might have created problems for anyone and hinder their achievement?
(Be aware of gossip and formation of cliques in the group as try to negate or eliminate the effects)

This ensures the tutor's assessment of the evidence supplied by the students to support their achievement is valid and fair.

Standardisation is achieved by

Checking that the level of achievement is the same across different groups of students, different tutors, different venues and different years. This means consistency across tutors, venues, units and groups.

Both of these processes can be done through sampling student's work, the method employed being dependent on the size of the group.

It is common to set out a sampling strategy before the actual moderation, but completing a sampling grid. Typically around 40% should be seen, in addition to any borderline cases identified by the tutor.

The sampled work can be copied, with the permission of the learner. This ensures that a record is kept to show consistency across tutors, venues, units and groups

Standardisation occurs where the verifiers, moderators, schools principals and tutors gather to look at past assessment of achievement to ensure there has been a maintaining of consistency across time, tutors, venues and groups.