



# **Regency High School Accreditation and Internal Moderation Policy**

Authorised by: Chair of Governors

Date: May 2017  
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Signed by: .....

Date: .....

## **Accreditation and Internal Moderation Policy**

### **1.1 What is Accreditation?**

Accreditation is the process by which pupils' work and achievements can be recognised through nationally accepted work programmes. Their work is assessed either through examination, controlled assessment or the external moderation of coursework and/or portfolios previously marked in school. All accredited courses require work, learning or achievements to be externally verified.

The courses on offer are in line with requirements of the Department for Education. The processes for external moderation must be in line with the requirements of the particular awarding body from which the course has been selected. The decisions of internal assessors and/or moderators are quality assured on an external basis by the staff of an awarding body.

The administration of, and handling of materials for, controlled assessments or examinations must be in line with the guidance from and policies of OfQUAL (Office for Qualifications) and the JCQ (Joint Council for Qualifications) who may inspect the Centre to ensure, for example, that all "live materials" are locked in a secure cupboard, be they assessment instructions, test papers or pupil work awaiting claim status. The school complies with the JCQ General Regulations for Approved Centres.

### **1.2 What is Internal Moderation?**

Internal moderation is the process by which the judgements of a teacher/assessor are quality assured by an experienced and/or senior colleague. Before work is submitted for external moderation by an independent assessor from an awarding body, an internal moderation takes place to ensure that the decisions are correct, work is of high quality and meets the requirements for which it is being entered. Internal moderation screens out any pieces of work that may not be up to standard and, therefore, the pupils will be less likely to fail in their course due to the misunderstanding or errors of any staff assessors.

### **1.3 What is an Awarding Body?**

An awarding body is a national education body that designs accredited courses, examines/ moderates pupil performance and awards certificates that are at the nationally agreed standards from the National Qualifications and Qualifications Credits Frameworks. The courses designed meet the requirements of the Foundation Learning Pathways and Entry Level – L2 standards across a variety of subjects. Students have options to join accredited courses to enable a person-centred learning programme. The awarding bodies provide training for teachers/assessors in order for them to effectively deliver their course programmes and qualifications. The awarding bodies used by Regency High School (RHS) include OCR, WJEC, ASDAN and Sports Leaders UK.

## 1.4 What is a Unique Learner Number (ULN)?

The Unique Learner Number is the ten-digit number by which each student is known to the awarding bodies. This number is unique and moves with them as they move between educational establishments.

## 2. Policy into Practice

### 2.1 Roles and Responsibilities

There are a number of staff involved with the accreditations and moderation processes:

**Examinations Officer** - This is the person with overall responsibility for the whole process. They are the main email and postal contact for the awarding bodies. They are responsible for monitoring, and that the requirements for the safe and secure management and storage of timed/external assessment materials are maintained. They maintain and share the Unique Learner Numbers for students. They make sure that the internal moderation requirements of each course are fulfilled.

**Internal Moderator** - This is the nominated person who will screen and moderate the assessor's decisions concerning each course. The Internal Moderator (IM) will be a member of the Senior Management Team – there could be one nominated IM for all courses or an appropriate person could be defined for each course.

**Subject/Course Leaders** - This is the staff member responsible for the administration of the course, registering of pupils, maintaining up-to-date assessment and guidance materials and the selection and attendance of CPD opportunities concerned with the appropriate course, in the first instance. The Subject Leader may be from a different area of the school and not directly responsible for the teaching and administration of the course but has liaison with the course leader (as appropriate) due to the issue of curriculum development within their subject over the school as a whole.

**Teacher/Tutor/Assessor** - This is the staff member who will be teaching lessons or sessions, delivering the course and assessing students' work. They will attend relevant CPD courses concerned with the delivery of their course. They may be required to attend external moderation visits, prepare coursework for posting to External Moderation (EM) and/or directly liaise with EMs or Inspectors on a centre visit.

### 2.2 Selecting the Sample for Internal Moderation

Internal Moderation is an expectation of all accredited courses as it ensures that the assessments and decisions made by teaching staff can be quality assured before the students' work is sent off for external verification. Where a single tutor is responsible for the delivery of a course, a suitable senior member of staff should be selected to act as an internal moderator – to judge whether all assessment criteria have been met by the course tutor. The IM will select a sample of assessment

materials to moderate based upon the assessment and accreditation experience of the course tutor involved, the number of students involved in the group/batch of work to be claimed and the period of time for which the course has been followed. These criteria for moderation decisions and sampling will still apply in situations where the course has more than one tutor.

### **2.3 Sampling Quality Assurance Decisions**

The Internal Moderator will feed back to assessors concerning the quality, validity and accuracy of the work that has been seen. This should be in writing so as to provide evidence for any potential awarding body or JCQ inspection that may take place in the future. It is considered best practice for the Internal Moderator to countersign the batch of work before it is sent for external moderation.

### **2.4 External Moderation Procedures**

The procedures for External Moderation or submission of controlled assessment/public examination materials will be in line with the JCQ policy and inspection guidelines and the relevant deliverer's handbook of the particular accredited course concerned.

### **2.5 Liaison with Awarding Bodies**

This is the shared responsibility of the Examinations Officer, Subject/Course Leader and/or assessor as appropriate.

## **3. Monitoring and Review**

It is the responsibility of the Examinations Officer to ensure that all subject/course leaders and/or assessors maintain the appropriate records of certificates, centre feedback and correspondence, as appropriate and required by the specific courses.

The Examinations Officer will review the policy in line with any statutory changes. The policy will be shared with governors and staff.

## **4. Equality, Safeguarding and Equal Opportunities Statement**

RHS, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

RHS aims to:

- Provide equal opportunities for all
- Foster good relations and create effective partnership with all sections of the community
- Take no action which discriminates unlawfully in service delivery, commissioning and employment

- Provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

## **5. Links to Other Policies**

Examinations Policy  
Foundation Learning Policy  
Safeguarding Policy  
Data Protection Policy  
Health & Safety Policy  
Equal Opportunities and Diversity Policy  
Access to Fair Assessment Policy  
Malpractice Policy  
Examinations Appeals Procedure Policy.