Pre-accredited Quality Framework

Moderation Workshop

Facilitators: Jill Noble and Jan Golden

May–June 2012
Moderation Workshop Outline

Welcome and Introductions
Exploring moderation in the Pre-accredited Quality Framework
Moderation of Pre-accredited Programs
Quality indicators
Peer Appraisal – How it works
Going live—facilitated moderation exercise
Next steps in the workplace and feedback
The Pre-accredited Quality Framework

The purpose of the Pre-accredited Quality Framework is to develop and implement a framework to ensure that:

- pre-accredited programs are of a high and comparable quality regardless of where they are delivered
- Learn Local adult education organisations and practitioners implement quality continuous improvement processes
- the A-frame is implemented consistently

The moderation process is one of the key elements of the Pre-accredited Quality Framework.

ACFE Memo No 08/2012
Assess need

ACFE validation

Delivery plan; A-frame course plans

ACFE purchasing

Course evaluation (A-frame); Conduct moderation

Plan

Review

Develop

Implement

learner

Deliver programs; Upload SCH data
Pre-accredited Quality Framework: Moderation

In this session we will explore how consistency can be applied to the design and delivery of pre-accredited programs across a variety of course types, different learner cohorts and regions based on a peer appraisal process.

What are pre-accredited programs?

How do you plan, develop, implement and review your programs?
Moderation of pre-accredited programs

Remember: learners may develop some vocational skills to facilitate a pathway but cannot be assessed for the purpose of an award or credit.

Your role is to provide opportunities for learners to develop their employability skills.
Let’s revisit employability skills

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self management
- Learning
- Technology

Review
Moderation of Pre-accredited Delivery

★ What is moderation?

★ Why undertake moderation?
Moderation of Pre-accredited Delivery

- Practitioners present, analyse, discuss and document adjustments to programs in line with the program type and employability skills outcomes.

- Based on a collaborative, peer appraisal process that promotes a shared understanding of what constitutes quality program design, delivery and outcomes for learners.

- Provides evidence of how design and delivery decisions are made and that they are valid, reliable, flexible and fair in a pre-accredited program context.

- Assures the quality of programs and products
## Benefits of Moderation

<table>
<thead>
<tr>
<th>Simple</th>
<th>Complements existing practice and resources (A-frame)</th>
<th>Professional development for practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Links to validation process</td>
<td>Continuous improvement tool</td>
<td>Caters for different programs and learner groups</td>
</tr>
<tr>
<td>Embeds peer support</td>
<td>Face to face or online application</td>
<td>Can be incorporated into induction and other planning activities</td>
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Moderation: A Three Step Process

STEP 1: PREPARE

Learn Local Organisation
Decide on what programs require moderation
Arrange venue, date, time and confirm with relevant practitioners

Practitioner (assisted by admin)
Collect Course Plan and Session Planner
Collect feedback and evaluation
Collect samples of learner work or other evidence of outcomes
STEP 2: RECORD

Practitioner and peers

Use the **Moderation Guide** and **Moderation Tool** to review the delivery and assessment of the course in line with employability skills and the Quality Indicators.

Complete the **Moderation Summary** including continuous improvement recommendations.

Practitioners and peers sign off on moderation activity using the **Moderation Summary** form.
STEP 3: ACT

Practitioner
Share the results with peers and management

Learn Local Organisation
Agree and document an action plan with the practitioner using page 2 of the **Moderation Summary** form
Follow through with action plan documenting progress
Provide evidence of moderation to ACFE when requested
Moderation … HOW?

If pre-accredited programs are locally designed and not assessed as part of a recognised qualification, how can the design and delivery be moderated?
Moderation … HOW?

The moderation process leads to validation by your peers of the design, delivery and assessment in pre-accredited programs.

Moderation of pre-accredited programs will ensure consistency in pre-accredited delivery facilitated by the guidance and tools available in the A-frame.
Moderation of pre-accredited programs

What are the design and delivery components of pre-accredited programs based on?

- Learner Plan Form A Part 1 – WHAT and HOW
- Learner Plan Form A Part 2 – WHAT and HOW
- Course Plan Form B Part 1 / Course Delivery Checklist – WHAT and HOW
What are Learn Local organisations currently doing to ensure that they are delivering high quality programs?

Let’s explore how employability skills and the quality indicators can be evidenced by using the Moderation Tool
Moderation Resources

Four easy to use resources are now available:

1 Group Feedback

Enables Learn Local organisations to quickly and easily record input and feedback as evidence of consultation and review in the following situations:

- Input from local industry and other key stakeholders when planning a new or reviewing an existing program
- Feedback from practitioners and other key staff
- Feedback from learner groups—pre, mid or post program
- Summary of feedback from learners’ individual learning plans
2 Moderation Tool

Utilised during the moderation process as follows:

1. The practitioner maps the outcomes or achievements of learners to the employability skills and Quality Indicators
2. Review comments documents during peer appraisal process
3. Recommended actions are noted to be documented on the Moderation Summary
4. If organisations deliver multiple pre-accredited programs for one client group, a multi-program moderation tool is also available
3 Moderation Summary

This form is designed to:

- Collect names and dated signatures of all participants in the moderation process
- Provide a summary of recommended actions as discussed and agreed during the moderation process
- Document the Learn Local organisation’s continuous improvement actions and due dates as approved by the manager
4 Moderation Checklist

This checklist is designed to guide practitioners/Learn Local organisations through the moderation process by summarising the preparation, recordkeeping and actions along with associated documentation.
Meeting the Quality Indicators

The moderation process has been designed to support Learn Local organisations to provide evidence of the quality of pre-accredited programs against the Quality Indicators – see example below:

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Evidence required but not limited to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Learner centred approaches</td>
<td>Course Plan Part 1: Overview inc Course Delivery</td>
</tr>
<tr>
<td>1.1 The learning design addresses personal, community and employment needs</td>
<td>Learner Plan Part 1: Learning Plan</td>
</tr>
<tr>
<td></td>
<td>Learner Plan Part 2: Learning Review</td>
</tr>
<tr>
<td></td>
<td>Group Feedback</td>
</tr>
<tr>
<td></td>
<td>Moderation Summary.</td>
</tr>
</tbody>
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Refer to the PQF Moderation Guide
Peer Appraisal: Giving Feedback

- A peer support model should facilitate sharing of expertise and learning from one another
- Consider the learner cohort and documentation supporting the program, ie course plan, feedback, student work, etc
- Focus on what is needed to meet the requirements of a pre-accredited program
Peer Appraisal—Giving Feedback (cont)

- Check that the program utilises a range of teaching and learning activities to cater for different learning styles and are suitable for the level of the program.

- Check that the measurement of outcomes is scheduled throughout the course and NOT modelled on assessment designed for accredited outcomes.

- When addressing Quality Indicators under Quality teaching: Practitioners, simply ensure that the Learn Local organisation has documented evidence of the practitioner’s knowledge, skills and content expertise.
Peer Appraisal—Giving Feedback (cont)

- Clearly articulate your findings in short, direct statements to inform continuous improvement planning
- Ensure comments are directed at supporting the outcomes for learners
- Consider the WHICH acknowledgement and WHERE it leads aspects of the pre-accredited framework to pick up on any improvements in these stages

REMEMBER: EVERYONE IS LEARNING
Peer Appraisal—Receiving Feedback

- Clarify evidence if required
- Remember that the comments are directed at supporting the outcomes for learners
- Keep in mind that moderation participants are learning from one another and sharing expertise
- Share the feedback with your colleagues and manager
Facilitating Peer Appraisal

- Check that all participants have read the Peer Appraisal Giving and Receiving Feedback sections of the Moderation Guide
- Lead the process to ensure that feedback is based on constructive feedback supporting the practice and professional development
- Ensure comments are directed at supporting the outcomes for learners
- Elicit feedback from all participants
Facilitating Peer Appraisal (cont)

- Lead the discussions to ensure that the focus on what is needed to meet the requirements of pre-accredited programs:
  - intention of pre-accredited programs
  - alignment of outcomes to employability skills,
  - and how the programs meet the Quality Indicators

- When addressing Quality teaching: Practitioners, just check that there is documented evidence to inform a continuous improvement model—avoid direct questions about the practitioner
Facilitating Peer Appraisal (cont)

- Check that the Moderation Tool is completed accurately reflecting the feedback and recommendations of the group

- Check that the recommended actions are clearly documented in short, direct statements

- Guide the discussion to consider the WHICH acknowledgement and WHERE it leads and note any recommended improvements in these stages
Facilitating Peer Appraisal (cont)

At the conclusion of the moderation session:

- Thank the practitioner/s who presented their programs and other participants
- Summarise findings and recommendations
- Check that all participants have signed the Moderation Summary
- Encourage the partitioner/s to share the feedback with their colleagues and manager
- Seek feedback for future moderation activities, eg preferred time, format, etc and document on Moderation Summary
LET’S EXPLORE OUR EXISTING PROGRAMS
Going live—facilitated moderation exercise

Using the course plan, learner feedback summary and samples of learner work you have brought with you, engage in a moderation activity using the Moderation Tool and Moderation Summary documents.
Next steps and feedback

Reflect on how you will implement moderation in your workplace

What’s your plan of action?

Final questions

Evaluations
Thank you for your participation and feedback

Jan Golden and Jill Noble
Representing Coonara Community House