

Protocols and Practice



Moderation – a definition:

'a process in which assessment practices and decisions are regularly sampled and evaluated and findings are acted upon to ensure consistency and fairness'.

Moderation involves two processes: verification and standardisation.

Role of the verifier

The role of the verifier is to ensure that:

- Verification is appropriate, consistent, fair, transparent and does not unintentionally discriminate.
- They receive ongoing advice and support, for example, in moderation activities.
- Schools are clear about accreditation requirements and are given opportunities to achieve against the standards criteria.
- Evidence is presented in a manner that supports the process and is mapped to the standards criteria.
- Awards are valid, reliable and consistent.

The verifier must:

- Have experience of the quality system and standards criteria through participating in the pilot programme or accreditation process.
- Have attended a training event on the quality systems and standards criteria.
- Be prepared to share good practice with other verifiers.
- Demonstrate a commitment to on-going professional development.

New verifiers must:

- Be supplied with the verification materials.
- Clearly understand verification requirements and procedures.
- Have information about accessing training opportunities and support materials.

All verifiers must:

- Know the name of the person who will manage the process.
- Know how the process happens, when it will happen and who will be involved.
- Be informed about issues raised through previous activity.

Practice of verification



A plan of activity must be developed indicating

- What will happen
- When it will happen
- Who will be involved

On-site visit:

Verifiers should support CPD Leaders through:

- Pre-visit discussion with CPD Leaders in relation to the agenda for the day.
- Ensuring CPD Leaders understand verification requirements
- Discussion based on standards and evidence on the visit
- Sampling evidence to ensure:
 - Verification is standard and appropriate
 - Verification decisions are fair and consistent
 - Verification records are clear
 - Feedback is clear and constructive
- Discussion with a representative group of staff.
- Identifying good practice
- Providing examples and illustration where there are gaps in evidence
- Monitoring progress against previous action points where seeking a subsequent award
- Recording activities and findings, list action points and provide verbal feedback to the school on the day of the visit
- Promoting future visits for schools to re-apply or apply for higher levels

Format for visits:

- Each school should receive a minimum of 3 to 3.5 hour visit.
- Guidance should be provided by the verifier to schools in preparation for these visits.
- Discussion forms a key part of the visit .
- CPD Leaders are asked to provide relevant, up to date and maintained evidence which reflects their current performance to support their application which might include:
 - CPD policies and related documentation
 - CPD planning - records - evaluation
 - CPD activities and feedback from staff
 - Minutes of any relevant meetings

Post visit:

The verifier should:

- Ensure records are complete and accurate.
- Ensure evidence of achievement is appropriate, standardised and mapped to the standards criteria.
- Check that the recommendation for the level of the award level is complete and accurate.
- Complete the application form and list action points.

Some Dos and Don't's:



Verification works well when verifiers:

- Have a good knowledge and understanding of the requirements for each level associated with the Quality Mark for CPD Leadership.
- Are clear about the process for verification including the format of the visit, length of time, staff to be involved and evidence/resources needed.
- Prepare effectively prior to the visit.
- Work well and maintain a professional dialogue with CPD Leaders on the visit to discuss and agree levels.
- Maintain a professional dialogue with other staff to capture their views.
- Scrutinise a sufficient and broad enough range of supporting documentation to provide evidence to support decisions and discussions.

When things don't go so well:

- Lack of understanding/unrealistic understanding of the levels
- Lack of a whole school approach to planning/recording/tracking CPD.
- CPD Leader had not received sufficient support
- Inconsistencies had not been recognised/questioned.
- Staff not encouraged or had not been given enough opportunity to access professional development -especially when they were new and lone in the year group/key stage or were NQTs, members of support staff etc
- Followed plans and objectives from previous years - not taking account of the current needs and priorities of school.
- Only limited evidence available
- Staff unaware that a visit was going to take place/informed at very little notice by the CPD Leader and lack of awareness about QM structure, process or what was needed.
- Staff working in isolation and unaware of links between CPD - PM - PS/NOS.
- Staff unaware aware of recent and relevant professional development to support their work and the resources available.
- Staff lacking in expectations and challenge for individual self review and needs verification.

A standardisation training model

The model involves standardisation and moderation of verifiers' judgements on at least an annual basis at specific training sessions through:

- Talking about their knowledge of the Quality Mark for CPD Leadership and the requirements for bronze, silver and gold levels.
- Discussion based on samples of evidence/case studies/ best practices in relation to the levels awarded included as an activity on training.
- Checking that procedures protocols for the process have been followed.
- Discussing the verification outcomes.
- Offering additional support where understanding in relation to standards was inaccurate.