Pre-Accredited
QUALITY FRAMEWORK

PRE-ACCREDITED QUALITY FRAMEWORK
MODERATION GUIDE

Adult, Community and
Further Education

State Government
Victoria

Acknowledgements

CONTENTS

INTRODUCTION

Moderation is the process of teachers and/or program planners presenting, analysing, discussing and documenting adjustments to the content and delivery of their pre-accredited courses. Unlike moderation of accredited courses, pre-accredited course moderation evaluates the course content and delivery but not the design and use of assessment tools.

Moderation is a collaborative, peer-appraisal process that promotes a shared understanding of what constitutes quality course design, delivery and outcomes for learners.

Learn Local organisations are able to ensure the quality of their courses and products by facilitating moderation processes that can be implemented at any stage of the development cycle, from new course creation to post-course reviews.

MODERATION AS PART OF THE PRE-ACCREDITED QUALITY FRAMEWORK PROCESS

The ACFE Board purchases pre-accredited courses that are designed to support learners seeking to improve their education and skills so that they can gain employment or engage in further study. By using the moderation processes in this guide, Learn Local organisations are able to provide evidence to the ACFE Board to show that the courses they are delivering to learners are of a high quality.

Participants came up with a lot of ideas and suggestions. I guess this opened up our minds to new avenues and methods for improvement.

The ACFE Board requires each Learn Local organisation to submit evidence of moderation for a percentage of the courses listed on its delivery plan for the previous year. The ACFE Board may nominate course categories to be included in the organisation's sample each year.

Whilst each Learn Local organisation will develop its own moderation regime, all must, over a three-year period, provide moderation evidence for their full range of programs.

Evidence of moderation must be submitted to the Regional Offices for verification in the first half of each year. Learn Local organisations will use the following documentation, as provided in this guide:

- Verification, self-assessment and declaration form
- The moderation summaries and course plans showing continuous improvement for each of the courses being submitted.

It's an opportunity to discuss with other agencies what works and what doesn't.

Following the completion of this verification process, Learn Local organisations will receive feedback on the quality of documentation and the ACFE Board will commission an audit of a sample of the verified programs. Learn Local organisations may be asked to supply the full records of their moderation process for a small number of programs during the auditing process.

BENEFITS OF MODERATION

The moderation process assists teachers to:

- plan and review sessions and courses
- reflect and document what their learners gained from the course
- address employability skills
- increase their professional experience and skills, supported by a peer-appraisal model.

Pre-accredited moderation supports quality delivery by:

- providing professional development for teachers – from induction of new staff to ongoing development
- developing staff understanding of pre-accredited course requirements, including the A-frame
- providing a continuous improvement tool for Learn Local organisations
- facilitating peer support and sharing because it is based on peer appraisal.

THE QUALITY INDICATORS

The moderation process has been designed to help teachers, learners and Learn Local organisations ensure that the quality of pre-accredited courses corresponds to the Quality Indicators, and that continuous improvement processes are implemented.

1 Course design

1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.

1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.

1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.

2 Learner-centred approaches

2.1 The learning design addresses personal, community and employment needs.

2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.

2.3 The teaching and learning activities focus on the development of employability skills.

3 Quality teaching

3.1 The teacher has the knowledge and skills to engage learners.

3.2 The teacher has the relevant content expertise.

3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.
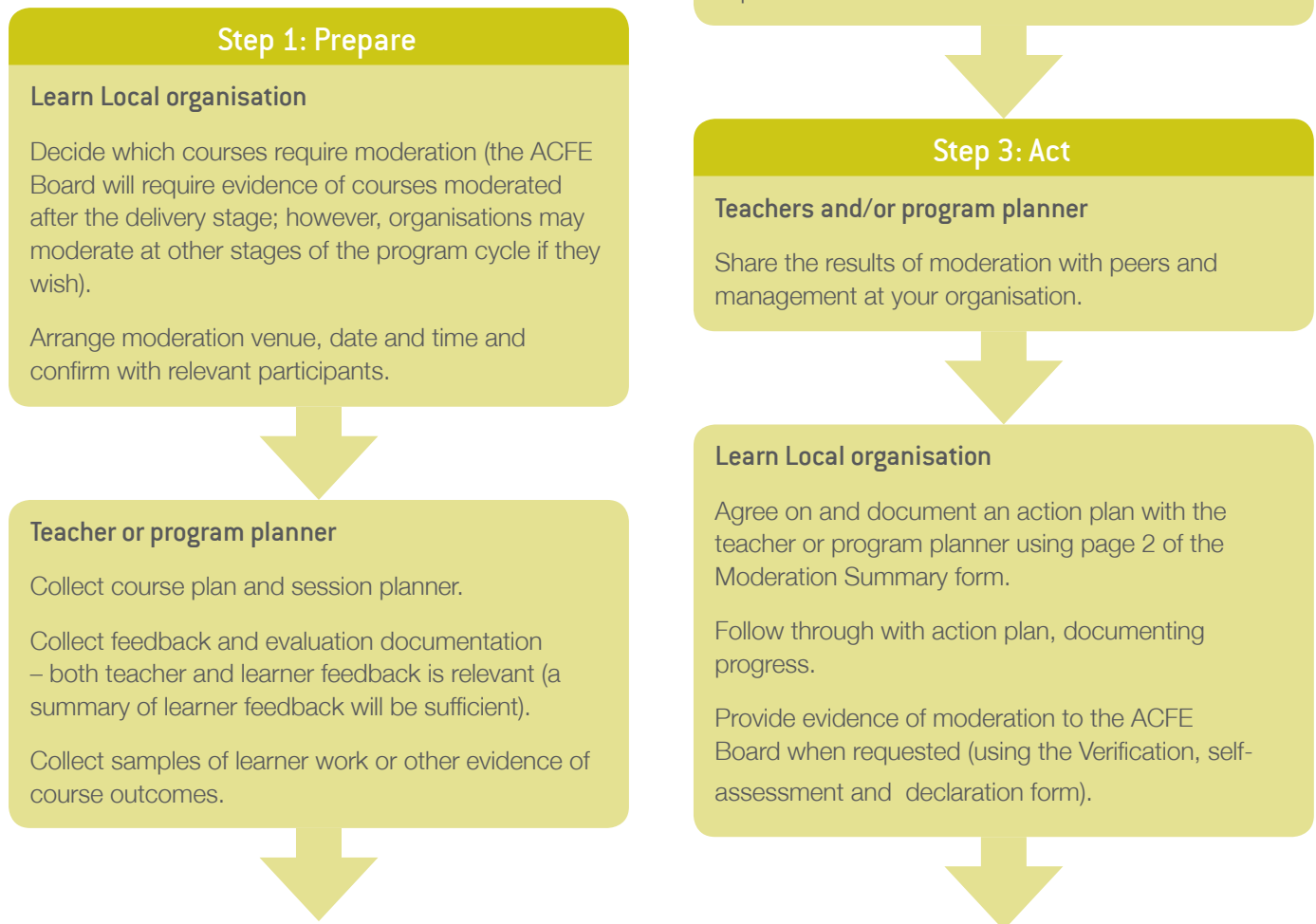
HOW MODERATION LINKS TO THE QUALITY INDICATORS

This guide provides tools to enable Learn Local organisations to document the various stages of the moderation process. These tools are introduced later in the guide.

Course Design	Evidence required
1.1 The course design is based on input/ feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.	Learner Plan 'Part 2: Learning Review' Course Plan 'Part 2: Session Planner' Course Plan 'Part 3: Course evaluation' Moderation Summary
1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.	Course Plan 'Part 1: Overview – Achievement/ Acknowledgement' Course Plan 'Part 1: Overview – Pathways' Course Plan 'Part 1: Overview – Course delivery' Course Plan 'Part 3: Course evaluation' Learner Plan 'Parts 1 & 2 – Your future'
1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.	Learner Plan 'Part 2: Learning Review' Course Plan 'Part 3: Course evaluation' Learner feedback Moderation Tool Moderation Summary

Learner-centred approaches	Evidence required
2.1 The learning design addresses personal, community and employment needs.	Course Plan 'Part 1: Overview' (including 'Course delivery') Learner Plan 'Part 1: Learning Plan' Learner Plan 'Part 2: Learning Review' Learner feedback Moderation Summary
2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.	Course Plan 'Part 1: Overview' Course Plan 'Part 2: Session Planner' Course Plan 'Part 3: Course evaluation' Moderation Summary
2.3 The teaching and learning activities focus on the development of employability skills.	Course Plan 'Part 1: Overview' (including 'Course delivery') Moderation Tool Moderation Summary

Quality teaching	Evidence required
3.1 The teacher has the knowledge and skills to engage learners.	Course Plan 'Part 1: Overview – Teacher details' Learner feedback
3.2 The teacher has the relevant content expertise.	Course Plan 'Part 1: Overview – Teacher details' Learner feedback
3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.	Moderation Summary

THE MODERATION AND VERIFICATION PROCESS

The chart below sets out the four steps in the moderation and verification process.The Moderation Checklist has been designed to guide teachers and Learn Local organisations through this process by summarising the preparation, record-keeping, actions and documentation required. A sample of a completed form is provided at the end of this guide.

Step 1: Prepare

Learn Local organisation

Decide which courses require moderation (the ACFE Board will require evidence of courses moderated after the delivery stage; however, organisations may moderate at other stages of the program cycle if they wish).

Arrange moderation venue, date and time and confirm with relevant participants.

Teacher or program planner

Collect course plan and session planner.

Collect feedback and evaluation documentation – both teacher and learner feedback is relevant (a summary of learner feedback will be sufficient).

Collect samples of learner work or other evidence of course outcomes.

Step 2: Record

Moderation Participants

Use the Moderation Tool to review the content and delivery of the course, checking against the employability skills and mapping the course content, delivery and outcomes against the Quality Indicators.

Complete and sign the Moderation Summary, which includes recommendations for continuous improvement.

Step 3: Act

Teachers and/or program planner

Share the results of moderation with peers and management at your organisation.

Learn Local organisation

Agree on and document an action plan with the teacher or program planner using page 2 of the Moderation Summary form.

Follow through with action plan, documenting progress.

Provide evidence of moderation to the ACFE Board when requested (using the Verification, self-assessment and declaration form).

Step 4: Verify and audit

Learn Local organisation

Complete the Verification, self-assessment and declaration form and submit it to the Regional Office with moderation summaries for courses as nominated in annual funding agreement.

A sample of the courses submitted for verification will be audited each year. The audit process is primarily designed to assess the quality of the processes within the Pre-accredited Quality Framework and does not have a focus on the content or delivery of the pre-accredited course.

Copies of all documentation produced during the moderation process may need to be submitted as part of the verification or auditing process. Feedback will be provided to Learn Local organisations after this process is completed.

TYPES OF MODERATION AND MODERATOR

Internal

Internal moderation activities can be incorporated into induction, ongoing professional development or form part of planning functions. New and existing teachers can be supported by their peers and managers to ensure consistency in the approaches to the teaching and learning activities in a pre-accredited context.

External

External moderation activities can be conducted face-to-face or online. The process provides opportunities for sharing and showcasing best practice with teachers or program planners external to an organisation to ensure consistency in pre-accredited delivery. External moderation could be conducted on a local, regional or statewide basis or could be focussed on particular course areas such as digital literacy.

Both internal and external moderation processes form an important part of a professional development model that assists teachers to get actively involved in the review and continuous improvement process while further developing their own networks, skills, knowledge and experience.

Whether internal or external, moderation can also be conducted online using tools such as wikis or live classrooms that enable participants to share documentation and have discussions. Online moderation could be done with people on a website together in real time or posting comments on a shared website over a designated period.

Case study – Work Skills Program

Banksia Gardens (Broadmeadows) started a transition program in 2012 called Work Skills, which was developed with JSAs to enable learners to gain building and landscaping skills. This six-month course includes a 20-hour introduction, called 'Building blocks for the future', which is the pre-accredited course. Developing a comprehensive plan for the course and sessions, as well as embedding employability skills into the program (using the A-frame), made it easy to ensure the quality of the course. It was moderated with the trainers and external stakeholders (five JSAs) to guarantee quality delivery and continuous improvement. The whole process was embraced by the staff of Banksia Gardens, the trainers, the JSAs and the businesses involved in placement.

WHEN CAN MODERATION TAKE PLACE?

Moderation can be undertaken at any stage of course delivery but it is usually conducted post-course.

Possible timing	Possible method	Internal	External
When planning a new course	Link the 'WHAT to learn' and 'HOW to learn' to employability skills, based on the learner cohort. Get peer input.	✓	
During mid-course review	Get feedback from learners. Get feedback from teachers and other key staff.	✓	✓
At post-course evaluation	Get feedback from learners. Get feedback from teachers and other key staff. Get feedback from other stakeholders.	✓	✓

Case study

The moderation process was a fantastic opportunity for computer course trainers to have the opportunity to share resources and ideas about delivery methods. Having a specific time set aside to have these discussions was very useful, as trainers very rarely have the chance to stop and discuss courses together. They were able to share their ideas for different activities that had enabled them to get their information across to their learners. They were keen to continually improve the courses being delivered. The trainers each moderated one course and we had an informal discussion about the moderation topics and ensured that we covered each of the courses in turn.

Joan was a newly recruited trainer for 2013. Having her involved in the moderation of the computer courses was constructive as she was able to ask questions of fellow computer trainers, who had previously delivered the courses that she was booked to deliver in 2013. This helped with her own preparation. Particular topics in the delivery of the Email and Internet course were discussed at length. At the completion of the moderation session this course was improved with the introduction of new activities that were thought to be more effective. The changes meant the course was better suited to the learner level at which it was aimed. Methods that were less effective with learners were removed from the course delivery. Plans were then made to update the A-frame to reflect these changes. (Knox Learn Local Network)

THE PEER-APPRAISAL MODEL OF MODERATION

Whilst there are several models of moderation used within the accredited training sector, the peer-appraisal model is best suited to Learn Local organisations. Peer appraisal involves teachers or course planners meeting with colleagues at the same level within their own organisation or a peer organisation to look at the quality of content and delivery of their courses. Peer appraisal of pre-accredited courses aims to:

- establish a shared understanding of what a quality pre-accredited course is

- facilitate peer support

- enable teachers to develop a greater sense of ownership, empowerment and responsibility for learner development and outcomes

- build on constructive feedback about the design and delivery of the pre-accredited course, with particular attention to the employability skills

- strengthen the 'WHICH form of acknowledgement' and 'WHERE learning will lead' aspects of the pre-accredited course.

FACILITATING MODERATION USING THE PEER-APPRAISAL MODEL

It is important to guide the moderation process to provide a positive learning experience for all participants and ensure the expected outcomes are accurately documented. During the process:

- Ensure that all participants have read the 'Peer appraisal – giving feedback' and 'Peer appraisal – receiving feedback' sections of the Moderation Guide.

- Ensure that feedback is constructive and supports the practice and professional development of teachers.

- Ensure that comments are directed at supporting the outcomes for learners.

- Elicit feedback from all participants.

- Lead the discussion by focusing on how to meet the requirements of pre-accredited courses, including

  - the intention of pre-accredited courses

  - the alignment of outcomes to employability skills

  - the ways in which the courses address the Quality Indicators.

- Guide the discussion to consider the 'WHICH form of acknowledgement' and 'WHERE learning will lead' aspects of the A-frame and note any recommended improvements.

- Ensure that the Learn Local organisation has documented evidence of the teacher's knowledge, skills and content expertise, along with feedback to inform a continuous improvement model (this process is not intended to question the skills, experience and expertise of the teacher).

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

- Check that the recommended actions are clearly documented in short, direct statements in the Moderation Summary and can be considered as part of a continuous improvement plan.

- Ensure that all participants sign the Moderation Summary as proof of participation and input.

At the conclusion of the moderation session:

- Thank the teacher/s who presented their courses for peer appraisal, as well as other participants.

- Summarise findings and recommendations to ensure that review comments and actions are clearly understood by all and can ensure continuous improvement.

- Encourage the teacher/s to share the feedback with their colleagues and manager – everyone is learning from the experience.

- Seek feedback for future moderation activities (e.g. preferred time and format) and record this in the Moderation Summary.

PEER APPRAISAL – GIVING FEEDBACK

When reviewing and giving feedback on pre-accredited courses during the moderation process it is important to approach the task as follows:

- Keep in mind that the moderation process is designed to establish a peer-support model, facilitating the sharing of expertise and enabling participants to learn from one another.

- Consider the learner cohort in the documentation supporting the course (e.g. course plan, feedback, student work).

- Focus on the intention of the pre-accredited course.

- Check that the course addresses the Quality Indicators.

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

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

- Address the quality teaching Quality Indicators. Teachers should ensure that the Learn Local organisation has documented evidence of their knowledge, skills and content expertise, along with feedback to develop a continuous improvement model.

- Clearly articulate your findings in short, direct statements that can be considered as part of a continuous improvement plan.

- Ensure that comments are directed at supporting the outcomes for learners.

- Consider the 'WHICH form of acknowledgement' and 'WHERE learning will lead' aspects of the A-frame in order to make improvements.

PEER APPRAISAL – RECEIVING FEEDBACK

When receiving feedback on pre-accredited courses from your peers during the moderation process it is important to approach the task as follows:

- 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.

- Ensure that review comments and actions are clearly understood by all to develop a continuous improvement model.

- Share the feedback with your colleagues and manager – everyone can learn and benefit from your experience.

RESOURCES SUPPORTING THE MODERATION PROCESS

The three primary resources used in the moderation process are the Moderation Checklist, Moderation Tool and Moderation Summary. In addition, Learn Local organisations will be required to submit evidence of moderation to the ACFE Board on an annual basis using the Verification, self-assessment and declaration form. Verification will be based on a sample of the courses purchased by the ACFE Board in the previous year with sampling details provided in the annual purchasing guide.

Form A: Moderation Checklist

This checklist has been designed to guide teachers and Learn Local organisations through the moderation process by summarising the preparation, record-keeping, actions and documentation required.

Form B: Moderation Tool

This form is filled in by the Learn Local organisation staff member submitting a program for moderation. The process is as follows:

- The teacher or program planner links the content, delivery and outcomes of the course to the employability skills and Quality Indicators.

- Recommended actions are noted by participants during moderation and are documented later on the Moderation Summary form.

Form C: Moderation Summary

This form must include:

- names and dated signatures of all participants in the moderation process

- a summary of recommended actions for the Learn Local organisation's manager, as discussed and agreed on during the moderation process

- documentation of the Learn Local organisation's continuous improvement actions and due dates, as approved by the manager.

Form D: Verification, Self-assessment and Declaration

This form enables the Learn Local organisation to assess its continuous improvement processes using the Quality Indicators. It must include:

- a sample of moderation activity from the previous year

- documentation of the Learn Local organisation's continuous improvement actions in relation to the design and delivery of pre-accredited courses purchased by the ACFE Board.

A copy of this moderation guide for the Pre-accredited Quality Framework can be downloaded from:

http://www.education.vic.gov.au/training/providers/ learnlocal/Pages/operationaltools.aspx

FORM A: MODERATION CHECKLIST

		Date
Course	New Job Skills	18/04/2013
Teacher/s	Jan Golden and Jill Noble	

Prepare

Learn Local organisation:
- decides which courses to moderate
- arranges venue, date and time and confirms with participants.

Teacher or program planner:
- collects course plan and session planner
- collects feedback and evaluation documentation – both teacher and learner feedback is relevant (a summary of learner feedback will be sufficient)
- collects samples of learner work or other evidence of learner outcomes/achievements
- fills in the 'design, delivery, outcomes/achievements' section of the Moderation Tool using all of the evidence above.

Item	Evidence required	Check
Course information (mandatory)	**Course Plan 'Part 1: Overview'** Provides essential course details, description of the learner cohort, expected outcomes, 'WHAT to learn' and 'HOW to learn' outlines, strategies to build employability skills, etc.	✓
	Course Plan 'Part 2: Session Planner' Describes the 'WHAT to learn' and 'HOW to learn' aspects of each session and documents the ongoing review and changes.	✓
Feedback Course evaluation (mandatory)	**Course Plan 'Part 3: Course evaluation'** Provides a summary of the teachers' and learners' evaluations of the course.	✓
	Other May include minutes of internal and external stakeholder meetings, emails providing feedback on outcomes, etc. List below:	✓
Evidence of learner achievements (if available)	Sample of written work, portfolios, posters, photos, etc List below:	✓

Record

Moderation participants:
- use the Moderation Tool to review the content and delivery of the course and the achievements of and outcomes for the learners
- complete and sign the Moderation Summary.

Item	Documents used	Check
Address employability skills	**Moderation Tool** Review the design, delivery and outcomes/achievements comments against the evidence provided.	✓
Adress Quality Indicators	**Moderation Tool** Record review comments during the moderation process; place a tick in the checkbox to indicate that recommended actions are included on the Moderation Summary. Reflect on and record how the program addresses the Quality Indicators.	✓
	Moderation Summary Document recommended actions, record who was involved and collect their signatures with date.	✓

Act

Teacher or program planner:
- share results of moderation with peers and management at your organisation.

Learn Local organisation:
- agree upon and document an action plan with the teacher or program planner using page 2 of the Moderation Summary
- follow through with the action plan, documenting progress
- provide evidence of moderation to the ACFE Board when requested.

Item	Documents used	Check
Share results	**Moderation Summary** Share with peers and manager, seek input and support.	✓
Identify actions	**Moderation Summary** Document the organisation's continuous improvement actions and set deadlines for these. Manager to review and approve actions and deadlines.	✓
Implement continuous improvement	**Moderation Summary** Review deadlines and actions.	✓
	Course Plan 'Part 1: Overview' Document changes for new course delivery.	✓
	Course Plan 'Part 2: Session Planner' Document changes if moderation process occurred mid-course.	✓

Issued 16/04/2013

FORM B: MODERATION TOOL

| Provider: | Quality Community House | Course: | New Job Skills | Year: | 2013 |

Employability skill	Comments by teacher in preparation for moderation	Comments made by peers at moderation meeting	Tick if actions required in summary
Communication	Refer to sample job applications (attached) Interview skills exercise (attached)	Well documented exercise	✓
Teamwork	Class activities plus careers day planning	Activities clearly documented, showing evidence of input from learners	✓
Problem solving	Planning transport and sharing info for visit to employment services agency (attached)	Well-documented activity with evidence of learners' input for planning, working out how to accommodate everyone in group, etc	✓
Initiative and enterprise	Group activity – planning careers day (see attached samples of work) and invited speaker from community services field	Posters and invitations also demonstrate development of technology skills	✓
Planning and organising	Group activity – planning careers day, visit to employment services agency and invited speaker from community services field	Involvement of all groups in planning the careers day. Action list with roles and responsibilities for learners a good tool	✓
Self management	Learner Plan with pathways (refer to attached sample)	Follow-up on learner plans – meeting with Jill to ensure post-course actions are excellent	✓
Learning	Learner Plan, reflection on improvement and further development needs	See above	✓
Technology	Refer to sample CVs (attached). Used Word template to create own CVs and undertake online job search activity	Learner feedback indicated more time on computers required, especially for online job search	✓

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Quality Indicator	Review comments	Tick if actions required in summary
1 Course design		
1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.	Evidence of input from local industry and learners	✓
1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.	Indicator met Learners' feedback to be followed up	✓
1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.	Evidence of actions resulting from feedback, etc	✓
2 Learner centred approaches		
2.1 The learning design addresses personal, community and employment needs.	Good links with employment agencies	✓
2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.	Good learner emails. Use 'Learning Plan' and 'Learning Review' to set goals	✓
2.3 The teaching and learning activities focus on the development of employability skills.	Shown on previous page	✓
3 Quality teaching		
3.1 The teacher has the knowledge and skills to engage learners.	Evidence provided	✓
3.2 The teacher has the relevant content expertise.	Evidence provided	✓
3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.	Evidence provided	✓
'Outcomes/Achievements' documented by teacher or Learn Local organisation 'Review comments' and 'Actions' completed during moderation process		Issued 16/04/2013

FORM C: MODERATION SUMMARY

Organisation	Quality Community House	Region	Eastern	Year:	2013
Course	New Job Skills				
Teacher/s	Jan Golden	Signature/s			__/__/__ __/__/__
Reviewer/s	Jill Noble (PRACE) Mark Dougherty (CCH)	Signature/s			__/__/__ __/__/__

Quality Indicators addressed	Checked
1 Course design	
1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.	✓
1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.	✓
1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.	✓
2 Learner-centred approaches	
2.1 The learning design addresses personal, community and employment needs.	✓
2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.	✓
2.3 The teaching and learning activities focus on the development of employability skills.	✓
3 Quality teaching	
3.1 The teacher has the knowledge and skills to engage learners.	✓
3.2 The teacher has the relevant content expertise.	✓
3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.	✓

Page 1 of 2

Refer to guidance notes in the Pre-accredited Quality Framework Moderation Guide

Summary of recommended actions	1 Allow learners more access to computers.
	2 Allow more time for learners to work in small groups to plan visits to educational Learn Local organisations (teamwork and problem solving skills).
	3 Improve documentation linking learning activities and tasks to employability skills.

Action Plan

Organisation's continuous improvement actions	1 Request more time in computer room.	Due Date	08/06/2013
	2 Amend session planner to accommodate planning session.	Due Date	15/06/2013
	3 Document alignment of employability skills on session planner and moderation tool.	Due Date	08/06/2013
Review date	22 June 2013		
Manager	*Mary Smith*	Today's Date	*01/06/12*

A record of moderation activity should be retained as evidence of quality practice and for annual submission to the ACFE Board. If moderation is undertaken as an online process, email confirmation of reviewer/s input should be retained with this document.

PQF: Moderation

Issued 16/04/2013

FORM D: VERIFICATION, SELF-ASSESSMENT AND DECLARATION
SECTION 1: SELF-ASSESSMENT AND DECLARATION. To be completed by Learn Local organisation

Organisation	Quality Community House	Year
Course	New Job Skills	2013

Self-assessment

Based on internal documentation (including course planning data, employment records, the A-frame Course Plan 'Part 1: Overview', the A-frame Course Plan 'Part 2: Session Planner' and the results of moderation) please indicate if evidence is available to demonstrate that these Quality Indicators have been met for this course:

1 Course design

1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.	✓
1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studie	✓
1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.	✓

2 Learner-centred approaches

2.1 The learning design addresses personal, community and employment needs.	✓
2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.	✓
2.3 The teaching and learning activities focus on the development of employability skills.	✓

3 Quality teaching

3.1 The teacher has the knowledge and skills to engage learners.	✓
3.2 The teacher has the relevant content expertise.	✓
3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.	✓

Declaration by Learn Local organisation authorised signatory

As authorised signatory for

I declare that, if requested, this organisation is able to provide evidence of relevant continuous improvement activities to support the self-assessment completed above

Mary Smith   01/06/13

Signature   Date

Each Learn Local organisation is required to attach a moderation summary and revised course plan for each course submitted and complete the checklist on the following page. Multiple pages may be required depending on the amount of evidence to be submitted.

SECTION 2: VERIFICATION CHECKLIST. To be completed by Learn Local organisation

Course category and title should match that used on the delivery plan submitted to the ACFE Board

Course category	Vocational Training	
Course title	New Job Skills	
Document	**Format**	**Attached**
Moderation Summary	Form completed and action plan provides evidence of ongoing action	✓
Course Plan Initial version Latest version	Quality Indicators addressed Moderation recommendations incorporated	✓

Course category	Vocational Training	
Course title	New Job Skills	
Resource	**Key indicators/evidence**	**Attached**
Moderation Summary	Form completed and action plan provides evidence of ongoing action	✓
Course Plan Initial version Latest version	Quality Indicators addressed Moderation recommendations incorporated	✓

Course category	Vocational Training	
Course title	New Job Skills	
Resource	**Key indicators/evidence**	**Attached**
Moderation Summary	Form completed and action plan provides evidence of ongoing action	✓
Course Plan Initial version Latest version	Quality Indicators addressed Moderation recommendations incorporated	✓

Learn Local organisation must submit multiple pages of this form depending on the required size of submission.

Issued 16/04/2013

SECTION 3: VERIFICATION REPORT. To be completed by verifier / regional office

Moderation process completed Board directions – sample provided is equal to table as a	yes / no
Moderation process completed per ACFE Board directions – sample provided is equal to or above sample size required	yes / no
Moderation process completed per ACFE Board directions – sample provided includes course category requested	yes / no

3.1 Verification checklist and comments

Documentation	Verification evidence	Checked
Moderation Summary	Has been supplied for each course	✓
Moderation Summary	Includes signatures of at least two participants	✓
Moderation Summary	Lists continuous improvement actions and gives due dates	✓
Moderation Summary	Indicates that continuous improvement actions have been completed	✓
Moderation Summary	Has been signed by manager	✓
Course Plan	Has been completed	✓
Course Plan	Includes details of course design planning and input	✓
Course Plan	Confirms teachers' content and learner engagement skills knowledge	✓
Course Plan	Includes evidence of improvement as a result of the moderation process as outlined in the Moderation Summary	✓
Course Plan	Is current (i.e. issue date/version has been revised in line with moderation actions)	✓

Feedback for Learn Local organisation, including due dates for any resubmission:

Mary Smith   01/06/13

Completed by: Date:

3.2 Regional office administration checklist

Action	Checked
Feedback for Learn Local organisation completed in full	✓
Resubmission due date (if required)	12 / 06 / 2013
Resubmission date received (if required)	__/__/__
Verification successfully completed on:	__/__/__
Confirmation of satisfactory verification forwarded to Learn Local organisation	

Comments:

Completed by: _Mary Smith_

Date: 01/06/13

Issued 16/04/2013

FORM A: MODERATION CHECKLIST

Course		Date
Teacher/s		

Prepare

Learn Local organisation:

- decides which courses to moderate
- arranges venue, date and time and confirms with participants.

Teacher or program planner:

- collects course plan and session planner
- collects feedback and evaluation documentation – both teacher and learner feedback is relevant (a summary of learner feedback will be sufficient)
- collects samples of learner work or other evidence of learner outcomes/achievements
- fills in the 'design, delivery, outcomes/achievements' section of the Moderation Tool using all of the evidence above.

Item	Evidence required	Check
Course information (mandatory)	**Course Plan 'Part 1: Overview'** Provides essential course details, description of the learner cohort, expected outcomes, 'WHAT to learn' and 'HOW to learn' outlines, strategies to build employability skills, etc. **Course Plan 'Part 2: Session Planner'** Describes the 'WHAT to learn' and 'HOW to learn' aspects of each session and documents the ongoing review and changes.	
Feedback Course evaluation (mandatory)	**Course Plan 'Part 3: Course evaluation'** Provides a summary of the teachers' and learners' evaluations of the course. **Other** May include minutes of internal and external stakeholder meetings, emails providing feedback on outcomes, etc. List below:	
Evidence of learner achievements (if available)	Sample of written work, portfolios, posters, photos, etc List below:	

Record

Moderation participants:

- use the Moderation Tool to review the content and delivery of the course and the achievements of and outcomes for the learners
- complete and sign the Moderation Summary.

Item	Documents used	Check
Address employability skills	**Moderation Tool** Review the design, delivery and outcomes/achievements comments against the evidence provided.	
Adress Quality Indicators	**Moderation Tool** Record review comments during the moderation process; place a tick in the checkbox to indicate that recommended actions are included on the Moderation Summary. Reflect on and record how the program addresses the Quality Indicators. **Moderation Summary** Document recommended actions, record who was involved and collect their signatures with date.	

Act

Teacher or program planner:

- share results of moderation with peers and management at your organisation.

Learn Local organisation:

- agree upon and document an action plan with the teacher or program planner using page 2 of the Moderation Summary
- follow through with the action plan, documenting progress
- provide evidence of moderation to the ACFE Board when requested.

Item	Documents used	Check
Share results	**Moderation Summary** Share with peers and manager, seek input and support.	
Identify actions	**Moderation Summary** Document the organisation's continuous improvement actions and set deadlines for these. Manager to review and approve actions and deadlines.	
Implement continuous improvement	**Moderation Summary** Review deadlines and actions. **Course Plan 'Part 1: Overview'** Document changes for new course delivery. **Course Plan 'Part 2: Session Planner'** Document changes if moderation process occurred mid-course.	

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FORM B: MODERATION TOOL

| Provider: | | Course: | | Year: | |

Employability skill	Comments by teacher in preparation for moderation	Comments made by peers at moderation meeting	Tick if actions required in summary
Communication			
Teamwork			
Problem solving			
Initiative and enterprise			
Planning and organising			
Self management			
Learning			
Technology			

Quality Indicator	Review comments	Tick if actions required in summary
1 Course design		
1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.		
1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.		
1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.		
2 Learner centred approaches		
2.1 The learning design addresses personal, community and employment needs.		
2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.		
2.3 The teaching and learning activities focus on the development of employability skills.		
3 Quality teaching		
3.1 The teacher has the knowledge and skills to engage learners.		
3.2 The teacher has the relevant content expertise.		
3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.		

'Outcomes/Achievements' documented by teacher or Learn Local organisation
'Review comments' and 'Actions' completed during moderation process

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FORM C: MODERATION SUMMARY

Organisation		Region		Year:	
Course					
Teacher/s		Signature/s		___/___/___ ___/___/___	
Reviewer/s		Signature/s		___/___/___ ___/___/___	

Quality Indicators addressed	Checked
1 Course design	
1.1 The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.	
1.2 The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studies.	
1.3 Reflective teaching and learning practices are in place to inform continuous improvement models.	
2 Learner-centred approaches	
2.1 The learning design addresses personal, community and employment needs.	
2.2 The course builds on skills, behaviours and confidence to be used beyond the learning setting.	
2.3 The teaching and learning activities focus on the development of employability skills.	
3 Quality teaching	
3.1 The teacher has the knowledge and skills to engage learners.	
3.2 The teacher has the relevant content expertise.	
3.3 The teacher is engaged in on-going professional development to support quality pre-accredited delivery.	

Refer to guidance notes in the Pre-accredited Quality Framework Moderation Guide

Summary of recommended actions	

Action Plan

		Due Date	
Organisation's continuous improvement actions		Due Date	
		Due Date	
Review date			
Manager		Today's Date	

A record of moderation activity should be retained as evidence of quality practice and for annual submission to the ACFE Board. If moderation is undertaken as an online process, email confirmation of reviewer/s input should be retained with this document.

FORM D: VERIFICATION, SELF-ASSESSMENT AND DECLARATION

SECTION 1: SELF-ASSESSMENT AND DECLARATION. To be completed by Learn Local organisation

Organisation		Year	
Course			

Self-assessment

Based on internal documentation (including course planning data, employment records, the A-frame Course Plan 'Part 1: Overview', the A-frame Course Plan 'Part 2: Session Planner' and the results of moderation) please indicate if evidence is available to demonstrate that these Quality Indicators have been met for this course:

1   Course design

1.1   The course design is based on input/feedback from learners, Learn Local adult education organisation staff and/or industry and community groups.

1.2   The course offers recognition and pathways on completion and facilitates the investigation of future directions to employment and/or further studie

1.3   Reflective teaching and learning practices are in place to inform continuous improvement models.

2   Learner-centred approaches

2.1   The learning design addresses personal, community and employment needs.

2.2   The course builds on skills, behaviours and confidence to be used beyond the learning setting.

2.3   The teaching and learning activities focus on the development of employability skills.

3   Quality teaching

3.1   The teacher has the knowledge and skills to engage learners.

3.2   The teacher has the relevant content expertise.

3.3   The teacher is engaged in on-going professional development to support quality pre-accredited delivery.

Declaration by Learn Local organisation authorised signatory

As authorised signatory for

_____

I declare that, if requested, this organisation is able to provide evidence of relevant continuous improvement activities to support the self-assessment completed above

_____

Signature   Date

Each Learn Local organisation is required to attach a moderation summary and revised course plan for each course submitted and complete the checklist on the following page. Multiple pages may be required depending on the amount of evidence to be submitted.

SECTION 2: VERIFICATION CHECKLIST. To be completed by Learn Local organisation

Course category and title should match that used on the delivery plan submitted to the ACFE Board

Course category		
Course title		
Document	Format	Attached
Moderation Summary	Form completed and action plan provides evidence of ongoing action	
Course Plan Initial version Latest version	Quality Indicators addressed Moderation recommendations incorporated	

Course category		
Course title		
Resource	Key indicators/evidence	Attached
Moderation Summary	Form completed and action plan provides evidence of ongoing action	
Course Plan Initial version Latest version	Quality Indicators addressed Moderation recommendations incorporated	

Course category		
Course title		
Resource	Key indicators/evidence	Attached
Moderation Summary	Form completed and action plan provides evidence of ongoing action	
Course Plan Initial version Latest version	Quality Indicators addressed Moderation recommendations incorporated	

Learn Local organisation must submit multiple pages of this form depending on the required size of submission.

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SECTION 3: VERIFICATION REPORT. To be completed by verifier / regional office

Moderation process completed Board directions
– sample provided is equal to table as a   yes / no

Moderation process completed per ACFE Board directions
– sample provided is equal to or above sample size required   yes / no

Moderation process completed per ACFE Board directions
– sample provided includes course category requested   yes / no

3.1 Verification checklist and comments		
Documentation	**Verification evidence**	**Checked**
Moderation Summary	Has been supplied for each course	
Moderation Summary	Includes signatures of at least two participants	
Moderation Summary	Lists continuous improvement actions and gives due dates	
Moderation Summary	Indicates that continuous improvement actions have been completed	
Moderation Summary	Has been signed by manager	
Course Plan	Has been completed	
Course Plan	Includes details of course design planning and input	
Course Plan	Confirms teachers' content and learner engagement skills knowledge	
Course Plan	Includes evidence of improvement as a result of the moderation process as outlined in the Moderation Summary	
Course Plan	Is current (i.e. issue date/version has been revised in line with moderation actions)	

Feedback for Learn Local organisation, including due dates for any resubmission:

Completed by: Date:

3.2 Regional office administration checklist

Action	Checked
Feedback for Learn Local organisation completed in full	
Resubmission due date (if required)	___/___/___
Resubmission date received (if required)	___/___/___
Verification successfully completed on:	___/___/___
Confirmation of satisfactory verification forwarded to Learn Local organisation	

Comments:

Completed by: Date:

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Notes