

AO Assessor/Moderator roles and responsibilities

IWFM Awarding Organisation

1. Assessor/Moderator

An Assessor/Moderator marks learners' work in line with detailed assessment criteria and in accordance with IWFM policy and procedures. An Assessor/Moderator will also moderate assessment decisions for learner evidence assessed internally.

The prime role is to ensure consistent application of assessment criteria when assessing and moderating learner submission(s).

These activities will be under the direction of the IWFM Awarding Organisation team.

2. Outline of duties

- The assessment of learner evidence for IWFM qualifications
- The moderation of assessment decisions made by centre assessors and completion of Moderator Report
- Undertaking standardisation activity twice yearly to ensure the consistency of assessment and moderation decisions
- Undertake CPD activity to ensure currency of technical and education knowledge

3. Detailed Duties and Commitments

An Assessor/Moderator's duties include:

- 3.1 Assessing a learner's completed assignment/submitted evidence and, using professional judgement, determine whether the result is "achieved" or "not achieved" against the requirements of the unit(s). If the result is "not achieved", to identify the area(s) which require additional evidence.
- 3.2 Providing rich feedback to the learner on their assignment/submitted evidence whether the result is "achieved" or "not achieved". Feedback should focus on areas where the assignment/submitted meets or exceeds the requirements of the assessment as well as areas where the requirements are not met and additional work is required.
- 3.3 Verifying/moderating a sample of completed assignments which have been assessed by an IWFM recognised centre and where provisional results have been recorded. An Assessor/Moderator either verifies the result (i.e. the result stands and becomes the result) or moderates the result by changing the result. Where a provisional achievement is challenged, the learner is required to submit additional evidence to meet the requirement of the unit(s). The purpose of verification/moderation is to ensure that all assessments meet the agreed standard across all centres.

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- 3.4 Producing a report following the assessment or verification/moderation process which records the final result, but which also provides feedback to the centre.
- 3.5 Attending an annual training meeting.
- 3.6 Adapting to any planned or unplanned change to reflect the direction of the IWFM. Any changes will be communicated to an Assessor in a timely manner and full support/training will be available.

4. Assessment procedures for regulated qualifications

- 4.1 The strategy for the assessment of the IWFM qualifications sets out that an Assessor/Moderator must be competent in the subject area at least one level above that of the work being assessed. An Assessor/Moderator should either hold or be working towards one of the following qualifications which have been developed specifically for individuals who take on the roles of assessor.

Level 3 Award in Understanding the Principles and Practices of Assessment

Level 3 Award in Assessing Competence in the Work Environment

Level 3 Award in Assessing Vocationally Related Achievement

Level 3 Certificate in Assessing Vocational Achievement

Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice

Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

- 4.2 The IWFM will also accept holders of the predecessor qualifications provided that the individuals have taken steps to maintain the currency of their expertise through a programme of continuing professional development (CPD). These predecessor

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qualifications are the A1 and A2 qualifications for assessors, and the V1 and V2 qualifications for verifiers (or the earlier D32 and D33 units). The IWFM will also accept individuals who do not hold these any of these qualifications but who can show that they have previously carried out similar or equivalent roles at the relevant levels (for example, in assessment for HE qualifications).

- 4.3 An Assessor/Moderator must be active in facilities management (FM) or be delivering the subject material as an academic programme (with previous active FM service). An Assessor/Moderator must also be able to prove regular CPD to ensure an up-to-date knowledge of content and assessment practices.

5. Selection criteria

- Hold or be working towards an Assessor qualification (see section 4.1 above)
- Have a minimum of 2 years **current** teaching experience in delivering the qualifications at the level they wish to assess
- Have experience of assessing or moderating learner work against assessment criteria or standards
- Be able to work professionally and co-operatively with other Assessor/Moderators and IWFM staff
- Be able to demonstrate excellent organisational and administrative skills with an ability to meet deadlines.
- Have a home computer or laptop with Broadband internet connection and a private email address.

6. Appointment

- 6.1 All Assessor/Moderators should have current membership of the IWFM at Member, Certified or Fellow grade
- 6.2 Assessor/Moderators should be actively engaged in a programme of CPD to maintain knowledge of assessing to the required standards and technical subject knowledge and will be asked to submit a CPD statement annually.
- 6.3 Appointment of all Assessor/Moderators will be notified to the Awarding Organisation Committee.
- 6.4 Assessor/Moderators will be required to attend ongoing training/standardisation provided by IWFM or appointed third parties. Failure to attend training may result in the Agreement being terminated.
- 6.5. New Assessor/Moderators will be required to attend initial induction training.

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7. After appointment

Each year all Assessor/Moderators will be required to:

- Accurately assess and/or moderate agreed allocations in line with detailed assessment specification and assessment procedures
- Submit results and complete administrative tasks by specified dates and in accordance with IWFM policy and instructions
- Submit a moderator report on completion of moderation allocation, providing feedback on Internal Assessor performance.
- Demonstrate behaviours in line with the IWFM code of conduct and the IWFM Equality, Diversity & Inclusion Policy
- Undertake annual CPD.

8. Ofqual regulation

Assessments towards IWFM qualifications are 'regulated assessments', because IWFM is subject to the Conditions of Recognition set by the Office of the Qualifications Regulator (Ofqual). IWFM must ensure that the assessments leading to its qualifications meet Ofqual's general requirements for assessment, or risk having its Ofqual recognition rescinded.

Ofqual requires that the assessments leading to qualifications awarded by recognised awarding organisations comply with the following generally applicable principles: validity, reliability, comparability, manageability, and the minimisation of bias.

Each of these principles is defined and explained below:

8.1 Validity

Validity is commonly described as fitness for purpose: an assessment is valid if it is fit for purpose.

Example: the driving test is valid to the extent that it provides sufficient check that the learner is expert enough to be allowed to drive without supervision.

Ofqual's formal definition is that an assessment is 'valid where evidence and theory support the interpretation that the assessment outcomes meet their intended uses'.

8.2 Reliability

Reliability refers to the ability to be relied on: an assessment is reliable if one can assume that the same candidate, having maintained the same level of expertise, would have achieved the same result on another occasion.

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Example: the driving test is reliable to the extent that one can assume that a candidate who passed would also have passed if he or she had had attended an alternative appointment (and that a candidate who failed would also have failed if he or she had attended an alternative appointment).

Ofqual's formal definition is that 'reliability is about consistency and so concerns the extent to which the various stages in the assessment process generate outcomes that would be replicated were the assessment repeated'.

8.3 Comparability

Comparability refers to the extent that alternative assessment arrangements can be treated as being equivalent: an assessment is comparable to another assessment, which uses a different arrangement, if the outcome from one can be used as a substitute for the outcome from the other.

Example: driving tests taken by different driving test examiners are considered comparable because the different examiners are treated as being interchangeable. Also driving tests taken at different test centres are considered comparable; and driving tests taken in different models of car within the same general classification are considered comparable.

Ofqual's formal definition of comparability refers to 'assessment outcomes that are comparable in standards between assessments within a qualification, between similar qualifications, with other awarding organisations, and over time'.

8.4 Manageability

Manageability refers to the extent to which the assessment process is manageable: an assessment is manageable if it can be administered without disproportionate requirements for time and resources.

Example: the processes used for the driving test and the time required of learners have been designed not to require disproportionate time and resources from either the learners or the Driving Standards Agency.

Ofqual's formal definition is that 'Manageability relates to the feasibility of carrying out particular assessment processes. A manageable assessment process is one that places reasonable demands on centres and learners.

8.5 Minimisation of bias

Bias is influence from learner characteristics other than the abilities that the assessment is intended to measure: an assessment has minimised bias if its outcomes are determined only by the learners' relevant abilities (and the influence of random error).

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Example: the driving test arrangements will be designed and monitored (as far as possible) to ensure that learners' access to the test and their test results are not affected by factors such as: age, irrelevant disabilities, race, religion or beliefs, sex, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity.

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