FORM B: MODERATION TOOL

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

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| 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 | |  |  | |  | |

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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. |  | |  |
| 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 organization Review comments’ and ‘Actions’ completed during moderation process | |  | |

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| ADDITIONAL NOTES/COMMENTS |  |