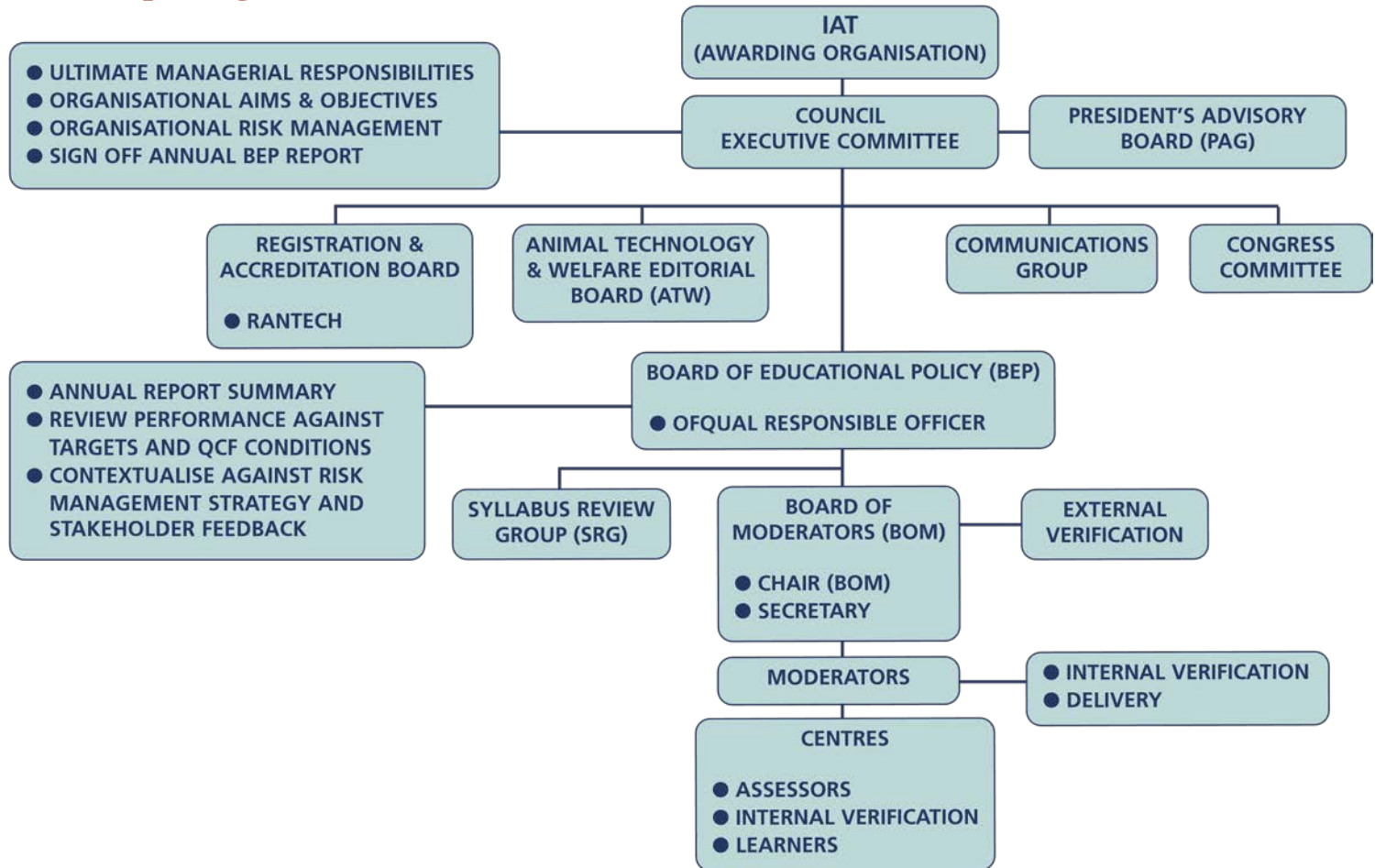




Institute of Animal Technology

Education structure

Reporting structure



Official	Responsibility
IAT Council	ultimate responsibility for the affairs of the IAT review policies and procedures final appeal level sign off annual BEP report maintain confidentiality of records and processes report and liaise with Institute members, learners and wider industry and education stakeholders
Board of Educational Policy (BEP)	chair to act as Ofqual Responsible Officer review Learning Outcomes and Assessment Criteria, Rules of Combination and unit structure and content review assessment methods review administration processes and special assessment arrangements act at appeal level or adjudicate in cases of serious misconduct advise Institute on education matters

Syllabus Review Group (SRG)	<p>review syllabus content</p> <p>develop the units for use in the qualifications</p> <p>composed of persons actively involved in the practice of animal technology and/or teaching, assessing and moderating animal technology qualifications</p> <p>should be Fellows of the IAT and/or hold relevant graduate or post graduate qualifications</p> <p>an educationalist, with a recognised teaching qualification and experience, will form part of the SRG</p> <p>will meet at least twice annually to discuss stakeholder feedback and sector developments</p>
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Chair of the Board of Moderators (BoM)	<p>will be an ex-officio member of the Board of Educational Policy (BEP)</p> <p>ensure effectiveness of assessment and moderation process</p> <p>to oversee and be responsible for the efficient management of the moderation process, both operationally and fiscally</p> <p>monitor audit trail</p> <p>ensure moderators evaluate the grading of assessments in a consistent, fair and accurate manner</p> <p>to provide advise to Centres via their Moderator</p> <p>represent the view of the Board of Moderators both internally and externally</p>
IAT Moderator	<p>advise centres on appropriate procedures and good practice</p> <p>advise Board of Educational Policy and Chair of the Board of Moderators on the running of the education process</p> <p>act as independent part of appeal process</p> <p>regular sampling of assessment activities, methods and records to monitor consistency of assessment decisions as specified by qualification documentation</p> <p>provide assessors with prompt, accurate and constructive feedback on their assessment decisions</p> <p>undertake an active role in raising issues of good practice in assessment</p> <p>ensure that equal opportunities and anti-discriminatory practices are upheld in the assessment process</p> <p>liaise with other staff members and the External Verifier to implement the requirements of the assessment system and ensure effective quality assurance</p> <p>ensure that all learners' achievement records and Centre documentation are completed in accordance with requirements accredit centres</p>

External Verification	<p>review the performance of moderators and assessors</p> <p>make approval visits/recommendations to confirm that organisations can satisfy the approval criteria</p> <p>ensure that internal verifiers/qualification co-ordinators are undertaking their duties satisfactorily</p> <p>monitor internal quality assurance systems and sampling assessment activities, methods and records</p> <p>provide prompt, accurate and constructive feedback to all relevant parties on the operation of centres' assessment systems</p> <p>maintain records of centre visits and making these available for auditing purposes</p> <p>promote best practice</p> <p>help centres to develop internal assessment and evidence evaluation systems that are fair, reliable, accessible and non-discriminatory</p> <p>act as a source of advice and support throughout the education process</p> <p>report to IAT and produce an annual report</p>
Secretary to the Board of Moderators (BoM)	<p>liaise with the Chair of the BoM, produce and pre-circulate the agendas for meetings of the BoM, book venues, etc</p> <p>produce minutes of BoM meetings</p> <p>write letters and administer correspondence on behalf of the BoM</p> <p>ensure that learner registrations are received and recorded in a timely manner</p> <p>responsible for collating learner feedback</p> <p>maintain an archive of all BoM activities and decisions made</p> <p>deputise for the Chair of the BoM</p> <p>represent the views of the Board of Moderators both internally and externally</p>

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Centre	<p>provide learning environment</p> <p>provide teaching resources and assessments</p> <p>establish internal verification procedures</p> <p>ensure fair assessment grading</p> <p>apply complaints procedure as required</p> <p>apply equal opportunities and other policies to ensure fair access and fair treatment of all learners</p> <p>provide access to training and Continuing Professional Development for assessors and internal verifiers</p>
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Assessors	<p>ensure that each learner is aware of his/her responsibility in meeting the Assessment Criteria</p> <p>follow assessment guidance provided by the awarding organisation and Centre</p> <p>provide learners with prompt, accurate and constructive feedback</p> <p>manage the system of assessment from assessment planning through to making and recording assessment decisions</p> <p>assess evidence of learner competence against the Learning Outcomes and Assessment Criteria</p> <p>ensure the validity, authenticity, currency and sufficiency of evidence produced by learners</p> <p>maintain accurate and verifiable learner assessment and achievement records</p> <p>liaise with moderators and provide examples of assessments and marked work as required</p> <p>effectively support and develop learners</p> <p>where an assessment of competence is required involving the handling of a living animal the assessor must be a Registered Animal Technologist (RAnTech)</p> <p>holds, or is working towards, a recognised teaching or assessing qualification</p>
Internal Verifier	<p>have appropriate qualifications and experience to allow the independent review of assessments and graded work</p> <p>independently review assessments and graded work to ensure they are fair, consistent and appropriate for the learning outcomes</p> <p>advise on strengths and weaknesses of assessments and grading</p>