

Moderation Feedback — Visiting

Assessment Panel:

Core Skills

Qualification area:

**Subject(s) and Level(s)
Included in this report**

**Access 3, Intermediate 1/2 in Working with
Others and Problem Solving**

Visiting Moderation

General comments on visiting moderation activity

Visiting moderation for Core Skills can be divided into two discrete sections — one being ATRs, the other being schools/colleges/ETPs. Six ATR visits have been completed with another one scheduled for August. One ATR has been visited three times as part of the ongoing partnership development project with OCR; one received a development visit following personnel changes and two others have been moderated. Only the Senior Moderator has been involved in these visits to date. All ATRs are working effectively with their recruits to fulfil the requirements for the awards through the completion of the Common Military Syllabus. An exemplary system of procedures was in place at ATR Winchester. One ATR is developing their IV system and is considering outsourcing this aspect of quality assurance. Evidence of candidate competence was found in a range of Army documentation eg diaries, Best books, participation in fieldcraft exercises and personal interviews by the EV. All these activities and sources of evidence have currency in terms of cross referencing against performance criteria for these Core Skills.

Core Skills visits were undertaken as part of the pilot into effective moderation activity. Three centres were visited for both Working with Others and Problem Solving. The recommendation from the pilot study is that a rolling programme of visiting moderation should be adopted to support centres at that early stage of delivery/assessment. The moderation visits focused largely on development. The issues raised related to the degree of challenge expected to met at each level; how to evidence Working with Others at all stages of the process with only one person being involved in a work task and the amount/quality of evidence required. This was more evident in Working with Others than Problem Solving, possibly because task management is more readily assessed than interpersonal processes.

All other visits were developmental and related mainly to work based awards. One college sought clarification of NQ unit delivery and assessment guidance, many schools sought advice by telephone on how to programme and certificate Working with Others in the existing curriculum — reports available giving an unbalanced view of activity in this case. 10 development visits were made to individual centres and participation in an SFEU developmental seminar for colleges was also used to support centres. Visits to centres offering MA awards showed that they found Core Skills assessment to be a distraction to the main work and were keen to find ways of using existing units within the VQ as much as possible for both Working with Others and Problem Solving, and to tie these in with the remaining Core Skills if possible.

Specific issues identified

Evidence of need for

- ◆ Ongoing support to centres, particularly for those wishing to use Working with Others in schools, colleges and work based provision
- ◆ Further exemplification of standards across a range of contexts and delivery methods through eg candidate work
- ◆ Definitive rolling programme of moderation activity planned, communicated to centres and implemented over the next three years, following the Review of Core Skills
- ◆ Support to private training providers particularly those who seek help in identifying opportunities for assessment within their working practices

- ◆ A visible presence in centres, particularly schools and private training providers new to delivery/assessment of these awards
- ◆ An IT support system to help centres/candidates to plan and implement a co-ordinated approach

Feedback to centres

The feedback given to ATRs following development and moderation visits was very positive, with encouragement being given to continue the good practice observed. Guidance on development appropriate IV approaches appeared to be welcomed.

Other centres were keen to receive feedback from moderators and were generally relieved that what they had considered to be appropriate was by and large acceptable. The exception to this were schools seeking to incorporate Intermediate 1 Working with Others into their vocational curriculum without making the necessary adjustments to meet the criteria. This also causes difficulty in the co-ordination and standardisation of assessment. Localised scrutiny of the curriculum for suitable carrier programmes is a challenge for many centres where one size does not fit all. A customised approach to this and the promotion of the prior moderation service has been fed back to centres during developmental visits.