

National Qualifications 2006

Senior Moderator Report

Subject: Access 1 and 2

Assessment Panel: Access 1 and 2

The purpose of this report is to provide feedback to centres on moderation which has taken place within National Qualifications in this subject.

NATIONAL UNITS

TITLES/LEVELS OF NATIONAL UNITS MODERATED

ACCESS 1 – INDEPENDENT LEVEL UNITS

Recognising Time

Recognising Number

Basic Communication in a Familiar Setting

Everyday Communication in a Work-related Setting

Handling Money

Investigating Measurement

Everyday Communication: Recognising Signs in the Community

Developing Environmental Areas – Propagation

ACCESS 1 – DERIVED UNIT

Understanding Technological Equipment

FEEDBACK TO CENTRES

General comments:

Verification activity focused on Access 1, as a number of new Units have recently been introduced at this level and centres were anxious to know if they had been interpreting the standards correctly.

Centres that were verified were mainly schools, both secondary and special units. Some Further Education colleges had also been visited or requested development visits.

In all centres the verified materials for this level were of a high standard with evidence submitted being concise and well organised. The moderation sample forms were also completed to a good standard illustrating units to be moderated and any changes that had been made to national assessment materials.

Some centres requesting development visits had asked for a general presentation from the moderator on quality assurance and then a group discussion with staff delivering units. This was highly successful in reaching a wider audience and covering topics such as an update on Access provision and the function of evidence requirements.

Discussion also focused on which units could be used to ensure continuity and progression in the future.

Other visits covered the development of specific units, namely Drama, Art, Social Subjects, Managing Environmental Resources and Enterprise. The centres visited were covering a fairly wide range of Access units and showed an increase in uptake/interest at Level 1.

All had successful outcomes with staff keen to discuss the units they had delivered and to seek reassurance that their assessment of evidence met the national standards.

Advice on good practice and areas for further development:

All Verifiers reported that this area of provision was being developed and delivered to a high standard. The materials that they had seen were innovative and creative and had been adapted to suit individual candidate's needs. Centres visited were implementing a wide range of units and staff were committed to developing experiences that were suitable for the candidate. Centres were also keen to ensure candidates received the correct level of certification – many staff were now changing levels when appropriate, with confidence.

Assessment procedures were well carried out and centres had mainly used the National Assessment Bank materials adapting assessments where necessary. In some cases the instrument of assessment had changed considerably and some centres were advised on prior verification.

Some evidence from candidates' experiences was illustrated with photographs and this gave an insight into the activities developed for assessment and how the candidate was using his/her skill in the school community.

Many centres had also included detailed checklists which gave a clear illustration of what had been achieved.

Areas that were identified for further development were:

- All candidate evidence submitted for verification should be clearly labelled with the learning outcome and performance criteria to which it refers. Many units specify varied and substantial evidence to be submitted and it is important that it is easily identified.
- It is recommended that National Assessment Bank materials should be used whenever they are available. Centres may amend the NABs or develop alternative assessments if they wish to do so. However, it is recommended that prior verification is sought before such materials are used. In the Independent level there are no NABs, but there are exemplars in the Support Notes, which should be used as the centre's guide to the level required.
- All evidence should be signed and dated if indicated in the assessment bank materials. Also if a scribe is used to write a candidate's answer the evidence should be labelled to indicate this.
- Internal verification systems are important to achieve a consistent standard of assessment procedures and ensure high quality. Access provision covers a wide range of subject areas and staff implementing units may feel isolated, it is therefore helpful if links are made with other deliverers.