

Moderation Feedback - Visiting

Management and Enterprise

Qualification area

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

**243 Management Skills
254 Business Management**

[Both moderation groups consist largely of HN Units. 254 includes NQ awards in Business Management which are covered in a report on central moderation.]

Visiting Moderation

General comments on visiting moderation activity

The moderation groups covered by this report (243 Management Skills and 254 Business Management) include a range of HN Units delivered as part of HN awards in Business Administration and Management. Some units (Managing Activities, Management and Supervision and small business units) also form part of specific occupational awards such as ones for make-up artists. All these units are generally delivered in Colleges.

Last year saw a welcome increase in the level of moderation activity of HN units and it is very encouraging that there has been a further increase during this year. Centres continue to express satisfaction that visiting moderation is taking place and it does provide a good opportunity to discuss current issues.

There was one development visit in 254 for NQ Business Management and no visits for the SVQ Owner Manager Levels 3 and 4 which is included in 254.

The visits confirmed the impression of previous years that almost all centres carry out their assessment and internal moderation responsibilities seriously and carefully. It is very encouraging to be able to report that this is the case.

Specific issues identified

All the units moderated have been in existence for some time. This means that centres have established instruments of assessment which are known to work effectively. It means also that the process of assessment raised no significant issues.

However, it is worth pointing out that some centres had made an effort to keep the assessments fresh and to try to make dated units seem relevant and applicable. This is likely to see them in good stead when the new units come on stream next year and in subsequent sessions.

Indeed, most issues relate to the developments in assessment and internal moderation which will flow from new units prepared under the HN modernisation programme. These are likely to effect internal and external moderation in a number of ways:

- ◆ evidence requirements in these units are generally more precise than has been the case so centres will need to make sure that they abide by them and demonstrate that this is the case. This may apply particularly to assessment conditions.
- ◆ The SCQF level of the unit will affect the way in which assessment judgements are made and may make some units more demanding than is sometimes the case at present.
- ◆ Graded units may require special moderation and assessment arrangements. These may include prior moderation. In fact, it may be helpful if centres take advantage of this.

Feedback to centres

Most centres operate a very effective system of assessment and internal moderation. Common examples of good practice include:

- ◆ A master folder for each unit containing instruments of assessment, assessment strategy and so on
- ◆ Devising assessments which directly connect to the occupational experience of the candidate and/or to subject matter of the course which the candidate is following
- ◆ Robust and clear systems of recording candidate performance.

It was noticeable this year also that many centres can find the time to give detailed feedback to candidates. Many, in fact, have developed a special 'cover sheet' for assessments on which feedback can be given. It has been the norm for some years for most centres to carefully explain what is needed when re-assessment is required but this greater degree of additional feedback is a new and very welcome development.

Not all centres give feedback of this type. It is time-consuming but it does seem to pay dividends and does highlight a commitment to candidates and to helping them to do as well as possible. It represents one way in which some centres could enhance their ways of working.

Another would be to ensure that marking guidelines are developed for each instrument of assessment – and that, once developed, they are followed. This promotes consistency of assessment between cohorts and between different assessors as well as making the task of an internal moderator more straightforward. It also contributes to standardisation of assessment judgements. Some centres already do this but this practice could be more widespread. The fact that new HN units have SCQF levels and that the graded unit specifies grade boundaries reinforces the case for setting out beforehand how assessment judgements might be made. Any such guidelines cannot be prescriptive nor are they likely to be fully comprehensive. However, they can be working documents which develop over time as more possibilities arise and assessors make more agreements on how to tackle particular assessment issues.

Overall, though, centres are assessing units in these moderation groups in a very capable and competent manner. They deserve much credit for this.