

## Moderation Feedback – Visiting - 2005

<b><u>Qualification area</u></b>	<b>Learning and Development</b>
<b>Subject(s) and Level(s) included in this report</b>	<b>Learning and Development Learning &amp; Development (Moderation Group 242)</b> <ul style="list-style-type: none"><li>• SVQs levels 3 to 4 (including A and V Units)</li><li>• PDAs in Learning &amp; Development</li><li>• HN Units</li></ul>

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## **General comments on moderation activity**

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### **A and V Units**

Candidates undertaking the A and V Units (which accounted for approximately 79 % of total moderation activity) reflected evidence that was more focused and appropriate compared with session 2003/4. There are a number of contributory factors for this which I have included in the last section of this report.

A1/2 - The 'core' assessment activities being performed by candidates i.e. planning, making assessment decisions and feedback is usually very well recorded. There is a marked increase in the number of centres holding formal standardisation meetings which has helped provide a natural evidence source for candidates. Progress reviews vary considerably within centres – largely dependent on whether or not there are already well established candidate review systems in place.

The explanation of the assessment methods selected, implemented and evaluated (especially evaluated) have presented challenges for candidates as has the requirement to explain the validity and reliability for each of the methods. This level of explanation was not a requirement for the D Units, and as such centres are still 'finding their feet'

### **SVQs/PDAs**

A noted increase in moderation activity for full SVQs this year. The evidence sampled reflected a growth in centre confidence in offering these awards.

The evidence requirements for all SVQ Units in Learning and Development is very prescriptive, a feature which most assessors and candidates have welcomed. However, many centres (based on the previous Learning and Development SVQs) maintain a PC by PC approach to the gathering and recording of evidence which can detract from the focus of undertaking quality activities (as described in the evidence requirements) which by virtue would allow the relevant PCs to be naturally covered.

### **HNs**

HN units are well established in Learning and Development. Generally, the evidence sampled showed a satisfactory level of candidate competence. No holds and very few action points recorded.

### **Common areas attracting developmental feedback**

From the total number of completed moderator reports I looked at, the most common development areas for centres in relation to the A and V Unit were shown to be:

Independent assessment - mentioned 21%

Maintaining CPD Records - mentioned in 15%

Checking full coverage of the Agreed Common Evidence requirements - mentioned in 16%

These above points have already been identified within the group and have been addressed in a number of ways:

Answers to queries concerning independent assessment have been included in SQAs FAQs and the Quality Networks Q and As.

Centres have been guided towards the Learning and Development Assessment Strategy and relevant web sources as support in terms of CPD requirements and recording.

SQA portfolios have been re-developed to include checklists for the Agreed Common Evidence requirements.

## **Specific issues identified**

### **Centre issues**

1. A number of rural centres have reported difficulties in accessing two candidates to meet the requirements of A1 and have approached their External Moderator to seek their permission to put in place alternative assessment arrangements.
2. Many centres feel that the requirement to have components of the A and V Units assessed by an independent assessor an added layer of bureaucracy without any other benefit. External moderators have not found any significant improvement in quality assurance since its introduction.
3. Many new centres have difficulty in meeting the internal moderator requirements as detailed in the Learning and Development Assessment Strategy. The requirement is that you have to have been assessing the L&D Award/Unit (or similar) you intend to internally moderate for a period of one year. This inevitably means the outsourcing of internal moderation for most new centres in the first year or so of operation.

### **Specific issues identified continued**

#### **Moderator issues**

1. External Moderation Reports still reflect that many centres require additional support to clarify the role of the independent assessor.
2. Small amount of candidates met on visits - approximately 11% of all centres visited. Interviewing of candidates, assessors and internal verifiers is an important part of establishing whether assessment practice operates in line with centre policies and procedures and needs to be encouraged.

## **Section 4 – Feedback to centres**

Assessment planning is an integral part of assessing assessor/verifier candidates, and as such should be recorded in an effective way. Assessors of assessor and verifier candidates are role models; their practice should reflect the principles of sound assessment planning.

A reminder- independent assessment and the recording of CPD are a requirement of the Learning and Development Assessment Strategy. Failure to meet assessment strategy requirements would provide an appropriate reason for recommending a hold be placed on centre certification.

SQA staff and centres should be encouraged to use the Learning and Development section of SQA's Website to access up to date guidance and support (Sept launch).