

Moderation Feedback — Visiting

Assessment Panel:

Core Skills 341

Qualification area:

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

Core Skills IT
Access 3, Intermediate 1, Intermediate 2 & Higher

Visiting Moderation

General comments on visiting moderation activity

Because this was the first year of moderation of this award it was decided to carry out a pilot study to identify the most appropriate method of moderation to suit the awards. This included having a team of moderators visiting single centres on the same day, individual moderators visiting individual centres on different days and also organising a postal moderation event.

Because this was a pilot it was decided to limit the number of centres to be selected.

It should be noticed that because these visits were part of the pilot scheme no holds in certification could be issued. However centres where problems have been highlighted are likely to be selected for moderation next session.

The four centres involved in the Pilot consisted of one College of Further Education, one Council Training Centre and one Private Training Centre.

Other activity in this area included seven development visits. Centres involved in this were one Secondary School and six Private Training Centres. One Central Moderation event also took place.

The sample included Colleges of Further Education, Council Training Centres and Private Training Centres.

These units which can be delivered as stand alone are mainly used alongside SVQ awards as part of the Modern Apprenticeship Scheme.

The college was delivering the core skills as stand alone units in a classroom situation whilst the non college centres delivered the units in non-simulated environments and most of these are considering delivering these integrated together with an SVQ. Suitable cross referencing matrices are being/have been developed to assist with this process. When this is completed, the evidence for the core skills will be identified within the evidence produced for the SVQ and only the part of the core skills not identified within the SVQ will be delivered separately. It is, however, essential that cross referencing matrices are available to assist with the moderation processes. It is also possible that the Core skills units could be moderated separately from the SVQ in which it may have been imbedded.

Specific issues identified

The private training centres, without exception, made excellent use of screen dumps as evidence. The college was advised to provide screen dumps as additional evidence rather than simply provide a checklist with ticks.

It was also noted that some centres included the statement “observed on a regular basis” as evidence and it was suggested that hard evidence is required to be submitted. This could be in the form of screen dumps or witness testimonies.

It was noticed that the candidates scripts submitted by the college

- ◆ had no indication of any feedback given to candidates
- ◆ did not, apart from some hastily added ticks, have any marks to indicate that the work was of an acceptable standard
- ◆ some evidence checklists, although having spaces for dates and signatures were left blank

Feedback to centres

Screen dumps are an excellent method of capturing evidence of certain competencies.

Documented evidence should be clearly identified with names and dates.

Evidence matrices must be supplied where the core skill is integrated within an SVQ in order to allow moderators to easily locate evidence.

All evidence used in the integrated approach should be numbered and identified against the evidence matrix.

Some centres would have incurred a hold in certification in normal circumstances. As this was a pilot involving volunteer centres this was not applied.

It is therefore essential that problems discovered this session in centres are resolved.