

## **Moderation Feedback - Visiting**

**Assessment Panel:**

**Access**

**Qualification area**

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

**Access 1 and 2**

## Visiting Moderation

### General comments on visiting moderation activity

This session moderation activity has been focused on the central moderation event in April and centres' requests for development visits. There has been only one centre that has been retrospectively moderated. Throughout the session, development visits were requested for a wide range of subject areas and there was an increase in mainstream schools requesting presentations and workshops for staff. This has been a result of a rise in the number of presentations at Access 2 level in mainstream schools and staff seeking support. These staff were very keen to take part in the Seminars for mainstream Secondary Schools that were held in May.

Many centres were also eager for moderators to examine candidate evidence and sought reassurance that standards were being met, especially in the area of Social Studies. A number of visits also focused on adapting instruments of assessment to suit a candidate's particular physical disabilities.

Staff in a number of centres were also keen to use the new Access 1 units and guidance was given to support staff.

### Specific issues identified

Issues were :

- A need for continuing support for centres.
- More clarification of interpretation of standards for centres through visits / events is vital.
- Extension of Access 1 materials welcomed – support required to support implementation.
- Centres need to ensure the inclusion of all supporting evidence requirements and could be advised to include other useful evidence.
- Increased visiting moderation to combat isolation of staff.
- Candidates' evidence was well presented and generally of a good standard .

## Feedback to centres

All centres have been keen to be given feedback and all desire to ensure that the standards they are setting are of a high quality.

The materials and candidate evidence submitted for moderation was of a good standard. The centres that had devised their own instruments of assessment and had them prior moderated, demonstrated creative and innovative approaches to assessment.

It was felt that centres could expand their use of checklists and must ensure that they have signed and submitted all supporting evidence, e.g. if a candidate has completed an assessment orally the centre should record the answer. If it was felt that extra evidence would support the outcome this would be welcomed.

When NAB materials have been changed it would be useful to include the changes when submitting materials.

Moderators appreciated the work done by centres when candidate evidence was clearly marked and assessment results and decisions were well documented.

The centres visited were enthusiastic about developing quality materials and to match evidence to standards correctly.

Many examples of good practice were seen and staff were keen to share their ideas and knowledge.