

Moderation Feedback - Visiting

Assessment Panel:

Core Skills

Qualification area

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

National Qualifications

Working with Others: Higher (D01F 12)
Intermediate 2 (D01F 11)
Intermediate 1 (D01F 10)
Access 3 (D01F 09)
Access 2 (D01F 08)

Problem Solving: Higher (D01E 12)
Intermediate 2 (D01E 11)
Intermediate 1 (D01E 10)
Access 3 (D01E 09)
Access 2 (D01E 08)

Workplace Core Skills Units

Working with Others: Intermediate 2 (D6CL 04)
Intermediate 1 (D6CK 04)

Problem Solving: Intermediate 2 (D6CF 04)
Intermediate 1 (D6CE 04)

Visiting Moderation

General comments on visiting moderation activity

Centres visited included FE Colleges, Training Providers and Secondary Schools, 65% of visits were Development Visits.

Most frequently moderated Units were:

D01F 10	Working with Others	Intermediate 1 (16% of moderation visits)
D01F 11	Working with Others	Intermediate 2 (11% of moderation visits)
D6CK 04	Working with Others	Intermediate 1 (11% of moderation visits)

Least frequently moderated Units were:

D01F 12	Working with Others	Higher (2% of moderation visits)
D01F 08	Working with Others	Access 2 (2% of moderation visits)
D01E 08	Problem Solving	Access 2 (2% of moderation visits)

These figures suggest that Intermediate 1 and 2 levels are frequently used, particularly for the Cores Skill of Working with Others which is not automatically certificated as frequently as the Core Skill of Problem Solving. This use may be linked to Core Skill profiles in group awards. There are a number of opportunities to gain automatic certification for these core skills at Access 2, which may be linked to the less frequent use of the Core Skill Units noted above.

Moderators found that organisation and availability of documents was satisfactory during the majority of visits. Discussion with centre staff seems to be a positive feature of these moderation events and provides an opportunity to discuss any concerns or development plans a centre may have.

Specific issues identified

The following issues were discussed with centres.

- 1 Entering candidates for a level which meets their needs. When adjustment was required, the original level was too high, for example changing from Problem Solving Higher (D01E 12) to Intermediate 2 (D01E 11).
- 2 Difficulties in deciding on tasks suitable for a specific level of Unit.
- 3 Using Open Enrolment:- whilst this may be acceptable within the procedures, it causes difficulties for External Moderators when deciding what is 'live' and what is 'completed' evidence.
- 4 How to reformat NABs without altering the questions so that candidates have more space to record evidence. This arose during a development visit to a High School.

- 5 Cross referencing candidate evidence for competencies in Core Skills to 'subject' or 'training' Units when the Core Skill Units are integrated into a programme containing several Units. This is to avoid duplication and so cut down on candidate's work load. For example, one centre had integrated Working with Others Intermediate 1 (D6CK 04) with the Council for Administration (CPA) Unit number 304.
- 6 Importance of briefing candidates thoroughly and introducing evaluation criteria at the planning stage. This is because work on a task takes place in real not planned time and may require a lengthy period of time.

Feedback to centres

Centres appreciated the opportunity to speak with an external Moderator and to discuss any points raised during the visit.

The main points discussed during feedback to centres were as follows:

- 1 Identifying work-based contexts which will allow the candidate to meet the competencies of the Workplace Core Skill Units.
- 2 Checking that all competencies are assessed during a delivery which involves one or more other Units. Many centres use a matrix.
- 3 Ways of obtaining and recording evidence, for example, log, portfolio, photographs, observation checklist, witness testimony.
- 4 Appreciating the difference in challenge between Units at different levels in the Problem Solving or Working with Others hierarchies.
- 5 Appreciating the importance of an induction process to raise candidate awareness of the specific evidence they should generate and record during the activities they will undertake.
- 6 Identifying good practice shown by centres.