

## Moderation Feedback - Visiting

**Assessment Panel:**

Travel and Tourism

**Qualification area**

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

Int. 1, Int. 2, Higher, Higher National and SVQ

## Visiting Moderation

### General comments on visiting moderation activity

The level of visiting moderation activity in 2002/2003 was comparatively low. Eight routine external moderation visits were carried out. Seven visits covered HN units delivered in FE Colleges and one visit was made to moderate work-based units within SVQ Tourist Information Services Level II and HN Tourism Services.

In most cases moderators reported that internal moderation/verification, assessment materials and candidate performance were of a satisfactory standard.

Additionally, the following activities took place:

- ◆ One approval visit for NQ Units
- ◆ Retrospective moderation by post involving NQ Units at four centres

### Specific issues identified

Where short answer or closed questions are used to assess candidates, some centres are still not using alternative tests for re-assessment, even though this is specified. . This is a common reason for 'holds' in travel and tourism.

One moderator commented on the need for internal verifiers and assessors to ensure procedures are in place to verify the authenticity of word processed and 'home produced' evidence.

Centre devised assessment tests should include clear instructions to candidates indicating the type of assessment and conditions under which it must be undertaken.

Centres must be careful when devising tests that integrate a number of units. This issue was raised last year but one moderator found there are still problems. Although centres are encouraged to reduce assessment load by this means, very careful tracking is required. In this particular case the centre was asked to consider additional stand alone assessment tests for individuals who did not complete all the units involved.

## Feedback to centres

Centres should be reminded to use alternative instruments of assessment for re-assessment where short answer or closed questions are used to assess candidates. This also applies to practical exercises where there is only one correct answer e.g. plotting and identifying mapping exercises or calculations

Authenticity of assessment evidence generated out with the classroom is an increasing concern. Centres must ensure procedures are in place to verify the authenticity of word processed and 'home produced' evidence. Ideally all project/assignment/essay work should be written up in the classroom in the presence of a qualified invigilator.

Centres must ensure that assessment tests include clear instructions to candidates indicating the type of assessment and conditions under which it must be undertaken.

Centres must be careful when devising tests that integrate a number of units. Although centres are encouraged to reduce assessment load by this means, very careful tracking is required.