



National Qualifications 2007

Senior Verifier Report

Subject: Access 1 and 2

Assessment Panel: Access 1 and 2

The purpose of this report is to provide feedback to centres on moderation which has taken place within National Qualifications in this subject.

NATIONAL UNITS

TITLES/LEVELS OF NATIONAL UNITS VERIFIED

D9ET 07 HANDLING MONEY

D540 08 ENGLISH AND COMMUNICATION: ORAL COMMUNICATION

D557 08-USING MATHEMATICS IN EVERYDAY SITUATIONS

D531 08 USING A COMPUTER

FEEDBACK TO CENTRES

General comments:

This session verification activities have been mainly through the central activity in April, with one Post Approval visit being carried out. The focus has been on Access 2 Units with only one Independent Unit at Access 1 being verified. The verification activity covered over thirty centres including schools (secondary and special) FE colleges and training centres.

All verifiers found that this area of provision continues to be assessed appropriately and with consistency and approaches to assessment remain innovative and meet a wide range of candidates' needs. The evidence that was submitted was of a high standard and candidates were gaining a good range of varied experiences across the units. Cross curricular assessment practice used across Units was an excellent way of avoiding over assessing candidates. At Access level, candidates have a wide range of differing needs and centres demonstrated skill in ensuring standards were met. They showed a variety of approaches in making Units accessible and in gathering evidence.

Although there was a high level of consistency, nationally, with standards in assessment it is vital that all evidence required is submitted and well documented. Some materials had to be returned to centres for resubmission. Where available, advice given in NABs should be adhered to and support materials issued on the web site used for additional help.

There was also a growing awareness in centres of the need for procedures for the standardization of internal assessment, and where evident, was implemented well. Centres had adopted procedures and had documented the implementation procedures showing amendments when required. The use of internal verification systems is important and will assist centres to achieve a consistent standard of assessment procedures and ensure high quality.

Advice on good practice and areas for further development:

Verifiers found that centres had become more familiar with submission procedures and this is crucial to the verification process. If incorrect or badly indexed evidence is submitted it can be very difficult for such materials to be verified. Also it should be noted that if a centre wishes to change a candidate's level, it is important to withdraw the candidate and then enter them for the correct level.

The standards of marking were generally very high with evidence submitted being of a good quality. Although for verification purposes, there is a minimum amount of evidence that is mandatory, many centres submitted a small amount of supporting evidence e.g. a topic book for Using a Computer and notes for Oral presentation. This proved helpful as it put the instrument of assessment into context.

A number of centres continue to adapt successfully the National Assessment Bank materials to suit the candidate. This of course must reflect the standards stated and if substantial changes are made centres may wish to seek prior moderation. Centres are reminded of the importance of using current Unit specifications and assessment materials.

Independent Unit: Access 1 – Handling Money

The evidence submitted for this unit was all of a very high standard. Centres had interpreted the exemplars well and designed activities that were measurable. Good use had been made of checklists and evidence had been well documented, signed and dated.

Access 2 - English and Communication – Oral Communication.

All centres had submitted appropriate checklists, which were informative. Most centres also submitted supporting evidence in the form of CDs, tapes or video and this was very helpful for verification purposes. Where supporting materials were submitted they were excellent and they gave an insight into the ability of each candidate.

Some centres used materials studied for the Literary Study Unit as the subject of the oral communication evidence produced for outcome 2. This was an example of good practice as it showed centres actively integrating delivery and assessment of different Units.

Access 2 – Using Mathematics in Everyday Situations 1

The re-assessment materials that had been used, mirrored the National Assessment Bank materials and were imaginative, colourful and appropriately challenging. It is important to note that if a candidate has failed an assessment, re assessment should take place.

In most cases the evidence presented was clear and easily understood however this was not always the case.

Centres need to note the following:

- Answers need to be marked correctly.
- If answers have been scribed, this needs to be made clear in the evidence.
- When reassessment is carried out, a marking scheme should be included.
- All evidence should be signed and dated if indicated in the assessment materials.

Access 2 – Using a Computer

The evidence recorded for this Unit was mainly clear, concise and well documented. Some evidence was presented as topic work/booklets where evidence was easy to follow.

Centres should note:

- Each piece of evidence should be clearly labeled with learning outcome and performance criteria, especially for learning outcome 3.
- All evidence should be recorded on the checklist.
- Centres should ensure that all items are submitted.