



Higher National Qualifications

And

Scottish Vocational Qualifications

Senior Moderator Report

2006

Subject: Business Management (MG 254)

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

HIGHER NATIONAL UNITS AND NATIONAL UNITS

FEEDBACK TO CENTRES

General comments:

There was little moderation activity in this moderation group during this session. Most of this covered free-standing NQ Units, which were mainly related to Enterprise.

All indications are that centres are delivering Units in this moderation group in a capable and competent fashion. In some cases, there is support for delivery and assessment (e.g. units based on *get into Enterprise*) and centres seem to be making good use of this. It does seem also that candidates are coping well with the requirements of the Units and are benefiting from them. The evidence from moderation is that assessment judgements are being made appropriately.

Advice on good practice and areas for further development:

Good practice

It would appear from moderation that the good practice which centres have developed over recent years is being put to good use in Units in this moderation group. It includes:

- Clear guidance to candidates on what they are expected to do – this is particularly important in freestanding NC units and good use was made of response sheets which candidates could complete
- Feedback to candidates on their performance – this was clear and often combined with marking, especially in NC units, which made it clear where successful answers had been made.
- Sound delivery systems – almost all centres maintain a master folder containing all relevant information
- Good record keeping – of candidate performance and of internal verification activity. Summary cover sheets (for each student for each unit) are a good way to show clearly how the candidates have performed over the whole Unit.
- Innovative delivery methods – e.g. getting students to run their own business within the College which they could use as the basis for assessment work.

Good practice is also apparent in the high level of commitment shown by members of staff at centres. This is very encouraging and it is good to see this being maintained. It can only benefit students.

Further development

The small amount of moderation activity makes it hard to make much comment. Part of any future development is maintaining and extending the kind of good practice exemplified above.

The use of actual business examples seems to be something which can be developed even further than it is at the moment. For example, candidates can be encouraged to develop a business plan for something that they might actually do. This is already done to a considerable extent but the more it can be done the better. It often involves considerable preparation by the centre but it can help enhance the interest and commitment of candidates. The idea of setting up a business within the centre [one example was a stationery shop] seems to be one that can be extended. There may be opportunities for students to work with their colleagues in other courses.

One potential difficulty (particularly at NC level but also in some cases with HN Units) is making sure that candidates make individual responses. In open book assessments it can be easy for candidates to collaborate

and it is not always easy to pick this up especially if there is more than one class group and they are taught by different people. It is not always easy in some Units to adopt straightforward solutions such as developing substantially different instruments of assessment. There is no evidence that it is a big problem but it is important to be vigilant to ensure that students do work individually when expected to do so.

Overall, despite limited evidence, it appears that centres are delivering Units in this moderation group in a highly capable fashion.