

Technical Qualifications Moderation Visit Supplement

Version 1.0
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For internal use

This is Version 1.0 of the City & Guilds *Technical Qualifications Moderation Visit Supplement Handbook*.

This document is subject to regular revision, and maintained electronically. Electronic copies are version controlled. All moderators undertaking moderation visits for Technical Qualifications must familiarise themselves with the contents of this document.

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1 Introduction

This document is a supplement to the *Technical Qualifications – Moderator Handbook* and gives detailed guidance for moderators undertaking moderation visits at centres. Moderators must familiarise themselves with the information in this document prior to undertaking these visits.

1.1 Objective of moderation visits

Moderation visits are additional quality assurance activities that support moderation, through observing a practical assessment being undertaken. The objective of your moderation visit is:

- to ensure evidence gathered by tutors during the practical sections of the synoptic assessment is sufficient, valid and reliable enough to support any subsequent marking or moderation of the synoptic assessments; and
- to allow the independent collection of written evidence to provide a benchmark against which to compare the tutor-produced evidence

The visit is an opportunity for you to see the performance of a sample of candidates undertaking practical assessments in order to understand the relationship between the centre's notes and supporting evidence, and the candidates' actual performance. In addition, you can help to ensure the evidence collected by the centre is sufficient to support marking and moderation, including the subsequent evidence collection for any candidates not seen during the visit.

Please note - no actual moderation of centre marking takes place during the moderation visit. Moderators must **not** discuss whether candidates are likely to pass based on their observations, during the visit, or give any indication about the final outcomes of moderation.

2 Preparation for the visit

Effective preparation for undertaking moderation visits helps moderators to manage their time efficiently on the actual visit and ensure that the objectives can be fully met.

2.1 Expectations of Assessment Objective (AO) coverage

The Principal Moderator for each qualification will provide their moderators with a *Centre Visit Planner*. This will provide you with some guidance on what the focus of the visit should be and will outline any practical difficulties that you may encounter.

In preparation for carrying out moderation visits, it is essential that you review the assignment briefs in order to understand where evidence for each AO is likely to be found during the tasks. This will also help you to understand the contribution of the observed task to the total evidence required for each AO.

Evidence may be produced and captured at any point in the assignment for each AO depending on the actions of the candidate, however it is useful to have clear expectations of what evidence needs to be gathered during the observation, especially if it is unlikely to arise in other parts of the assignment.

2.2 Practical observation forms

During observations, the requirement is to generate evidence in the form of notes using subject-specific *Practical Observation Forms* (available on the relevant qualification page of the website). These must be sufficiently detailed and focussed on appropriate qualities, so that they allow marks to be awarded across the range of AOs at a later date. The notes may not always be AO-specific at this stage, but it is important that the AOs are understood so that the notes do reflect the full breadth of performance.

Moderators can use the *Practical Observation Forms* provided to support the note taking or may choose to produce/adapt their own. If creating your own, however, they must be fit-for-purpose and suitable for capturing the required evidence.

2.3 Observing practical work

For observations of practical performance, it is clear that much of the evidence gathered will be around levels of performance in candidates' practical skills (AO3).

However, the practical performance is also the point at which the candidate is applying their knowledge and understanding to the tasks (relevant to AO1 and AO2, as well as AO4, 'bringing it all together'). These AOs will be supplemented by other parts of the assignment during planning and evaluation tasks, and perhaps through candidates describing their decision-making process in reflections on their practice. Their knowledge and understanding and the degree of their success in bringing it together however will be demonstrated in their final product, and therefore it is important to consider all AOs during the observation and judgement of final products.

AO5 is also typically likely to be identified during the candidate's practical work and must therefore be looked out for during observations. It is a tricky AO to separate out from AOs 3 and 4, so it is important to be clear what this might look like in relation to the subject

area and the specific task in the assignment. What would a candidate displaying AO5 performance be doing that makes them stand out in some way from others? Would it be going the extra mile, or showing particular commitment? Or working in a more focussed way in order to get the best results, and/or provide excellent service?

Examples of what to look out for are available in the contextualised marking grid, but these examples are not comprehensive.

2.4 Describing performance

It is a good idea to consider the types of words which describe **how well** the activity has been carried out, rather than simply stating the steps and actions candidates have taken. Notes must be very descriptive and should focus on the quality of the performance so that they can be used as the basis to compare and rank the candidates. This is very different from a checklist. Here the notes must allow comparisons between performances to be made in order to award marks.

During observation, it may be a useful exercise to compare the candidates and rank their performances. Identifying **what** it is that makes the candidate performances **different** can identify important aspects that differentiate between levels of performance.

The quality of tutor observations is something that moderators are expected to feedback on during the centre visit. Therefore, you will need to be familiar with what 'good' practice looks like (e.g. the use of 'rich, descriptive' language rather than unsupported subjective language). Centres should be encouraged to refer back to the language of the marking grid to support descriptions.

3 Additional evidence requirements

During this preparatory stage it is important to identify what specific aspects of performance will be most important in differentiating between candidates, and at the same time difficult to capture in words. Where appropriate, centres may use photographs to back up these aspects of performance.

3.1 Photographic evidence

Photographic evidence is an appropriate medium to capture ephemeral ('fleeting') evidence or final products. Note-taking can then focus on describing the quality and consistency with which candidates perform these skills throughout the observation.

During the moderation visit, you must observe centre practice in capturing suitable photographic evidence (and any other form of supplementary evidence capture method being used during the observation). It is these that the moderator will be referring to during moderation, so they must be useful as additional information to note taking.

In advance of the visit it is important to have clear expectations as to what good practice would look like. Moderators should also be aware of the limitations of the use of such evidence and potential over-reliance on it at the expense of written notes.

Please note – moderators should not take pictures to use as additional evidence.

4 Organising the visit

Moderators undertaking visits will be allocated centres by City & Guilds, in consultation with Principal Moderators.

- For each qualification or suite of qualifications which require a visit, the moderator will contact the centre to agree a mutually convenient date on which they can carry out the visit.
- The visit must be organised to take place as early as possible in the assessment window, in order to ensure that any guidance and feedback on evidence gathering and recording can be applied by the centre's assessors to all candidates in their cohort.
- The moderator will then send confirmation to the centre along with requirements for the representative sample of candidates to be observed on the day. The moderator must also confirm with the City & Guilds Technicals and Moderation Support Team of the date of their visit.
- Occasionally there may be a requirement for long distance travel to a centre. If your visit takes over 12 hours then enhanced daily fees are available. Please contact the Technicals and Moderation Support team to agree the fee ***in advance*** of the visit. Where enhanced daily fees are claimed and were not agreed in advance with the team they will not be paid. Please refer to the [Fees and Expenses](#) policy for more information.

4.1 Moderation visit sample requirements

The sample of candidates to be observed at the visit should be agreed to include, where practicable:

- at least 6 candidates
- candidates from the top, middle and bottom of the expected performance range
- candidates from across the range of markers (where there is more than one marker per assessment).

The size and make-up of the sample of candidates able to be seen in a single day may be impacted by practical limitations e.g. workshop space, or availability of markers on the day. The moderator will not be able to attend on more than one day.

4.2 Contacting centres

When you have been allocated the centres you will need to visit, the Technicals and Moderation Support team will email you a planner which will provide names and contact details of the main contact at the centre and an industry-specific contact (where this information has been provided to City & Guilds).

It is good practice to contact centre tutors/markers in advance of your visit, to discuss how the centre will be administering the tasks / assessments and planned methods of evidence gathering. This will help get a feel for how organised the centre is and to identify any practical issues that will help in planning the visit. Some aspects to consider are:

- Centre methods for image and video capture (e.g. using supporting staff or students to take images, and/or using candidate's own devices and capturing some evidence themselves)
- During the observation visit, you may need to ask for additional evidence to be captured, so advance understanding of the arrangements will prevent unnecessary disruption.
- Any potential issues with the assessment site (e.g. room layout, staggered scheduling)
- Requesting that the centre provides photos of candidates on the day (with their names and enrolment numbers) to help you identify candidates during the observation.

Please note that there is an email template for contacting centres available in the **Moderator – Technicals Document Library** on the website, which we recommend using.

5 During the visit

We recommend that you arrive at the centre around an hour before the practical assessment begins, in order to speak with the team of assessors about the plan for the day. We recommend that you use this time to:

- 1) Review the plans provided by the centre with regards to the practical assessment in order to:
 - Establish the plan for the day
 - Ensure that the agreed sample can be observed at the appropriate stage
 - Ensure that the range of tutors / markers who will be gathering evidence can be observed
 - Review the plans for evidence collection.
- 2) Clarify with the centre how their observation will work, confirming that you, as moderator:
 - Won't interfere with the running of the practical assessment
 - Will work independently alongside the tutor / marker to gather qualitative descriptive evidence of the learners' performance.
 - Will provide feedback on the centre's collection of evidence and tutor's observation notes
 - Won't discuss the quality of candidate performance or the awarding of marks.
 - Will check that the candidates observed align with the planned sample
 - Will only intervene where they feel that insufficient or poor-quality evidence is being captured, or where there are health and safety concerns.

It is worth underlining that marks for the synoptic assignment cannot be finally determined until all the tasks have been completed and a holistic overview of the candidate's work can be seen. However, it may be appropriate for the marker or moderator to refer to the mark band descriptors for certain Assessment Objectives during the evidence gathering activity to supplement their descriptions of performance within the Practical Observation forms.

Once the learner sample has been observed, the moderator will review the evidence they have gathered, alongside the evidence/observations gathered by the marker(s) for these learners. This will include marker notes, in addition to appropriate supporting evidence e.g. photographic evidence.

5.1 Issues during assessment

Moderators must avoid disrupting the practical assessment being undertaken, unless absolutely necessary. The only exceptions would be the following:

- If you observe maladministration taking place (i.e. the task-taking guidance in the assessment pack is not being followed). In these instances you should not interrupt candidates undertaking the task, but instead raise the issue with the tutors / assessors at the soonest opportune moment. Centres should not be penalised for maladministration, but should be advised of how to remedy the issue. You should also make note of any issues and the advice given, and inform the Technical and Moderation Support Team as soon as possible following the visit.
- If you observe any risk to health and safety during the practical assessment. In these instances the issue should be raised immediately with the tutors/assessors and the practical assessment should be suspended until the risk is resolved. Again centres should not be penalised but the issue should be recorded and the Technicals and Moderation Support team should be informed.

5.2 Feedback to the centre

Following the practical assessment, we recommend that you spend some time with the team of markers/assessors to provide verbal feedback, focussing on how effective the centre was at gathering evidence. All feedback should be provided to Internal Quality Assurers (IQAs), lead markers and anyone involved in the assessment process.

Marks are not awarded during the visit, so moderators should only comment on the quality of evidence collection and discuss the following areas:

- Whether evidence gathered by the tutor/marker is appropriate, focused on the right areas and aligned to the correct AOs
- If evidence is sufficient, valid and of the appropriate quality to support marking and moderation
- If evidence gathered provides clear descriptions of candidate performance which can justify any subjective language used. For example, has the tutor explained what aspects of the candidate's performance made it 'good' or 'excellent'?
- Whether tutors/markers are collecting evidence on learner performance across the full range of AOs
- What additional evidence, if any, could be provided to ensure that the moderator gets a clear view of the learner performance (e.g. do photographs clearly show all angles of the learner's work?)
- The format of the tutor/marker notes and the nature of any additional evidence (e.g. whether the photographs validly represent the learners' work, labelling work shown in photographs to identify that it is the relevant candidate's, by including a name card within the shot).
- Comparing evidence gathered by different tutors/markers to highlight examples of good and poor practice and encouraging standardisation across the team.

Your own notes from the visit must not be shared directly with the centre but will help you when writing your *Moderation Visit Feedback form*. The centre can refer to this in order to improve any additional collection of evidence.

Moderators should discuss with the centre how their notes and evidence could be made more informative in order to better support their own marking as well as moderation.

Any serious concerns around evidence collection as well as advice on making improvements should be discussed with the IQA/lead marker and recorded in the *Moderation Visit Feedback Form* after the visit.

The IQA / lead marker is responsible for ensuring that the feedback provided by the moderator during the visit is used to ensure the production of high-quality evidence by all tutors/markers, which will support marking and moderation. Where practical sessions have already taken place, this may require the centre to review the evidence from earlier observations to ensure it meets the required standard.

6 After the visit

Following centre visits, moderators have **two** days to write up the *Moderation Visit Feedback Form*. This must then be made available to the Principal Moderator to review. If the PM has any feedback, then you must act upon this before submitting the completed form to City & Guilds. This must happen within 7 days of the visit.

Once the visit has taken place the centre will continue with their assessment and marking activity as planned, taking into account any feedback you have provided to them.

During the remote moderation activity, moderators will refer to both the Practical Observation evidence that is uploaded by the centre, and the evidence they have themselves collected.

6.1 Storage of Evidence

We recommend that you store your evidence from the visit securely ready for moderation and provide a copy of this and the centre feedback to City & Guilds for their records. Where hand-written notes have been taken, it is recommended that you photograph or scan these, in order to maintain an electronic copy.

Moderators must retain this evidence until the Enquiries about Results (EAR) period is over, as a minimum.