

## **Accreditation for Life and Living - 00339 2007-2008**

### **Introduction**

This report is based on feedback from OCR External Moderators following the external moderation meetings held during 2007/08. Centres that have attended a meeting should read this report in conjunction with their individual centre report.

OCR moderators have moderated centre evidence based solely on the revised Accreditation for Life and Living standards which were introduced in September 2006.

Centres submitted evidence across each of the ten skill areas and many individual centres submitted evidence for each area. Communication, Home Management and World of Work were among the most popular skill areas for certificate claims. The new skill area, Creative Arts, was well received by centres with many submitting evidence for moderation in this skill area.

### **Appropriateness of activities**

The majority of centres clearly used activities and outcomes from their individual curriculum to evidence the different skill areas. The activities were mainly at an appropriate level for individual learners, sometimes offering appropriate progression or consolidation of learning throughout the skill areas.

Centres are reminded to use the full specifications for each module particularly at the planning stages of their work with candidates. A few centres have experienced problems at external moderation where they have relied on the 'Evidence must show you can' statements on the individual module assessment records when devising and planning activities. The full specifications give examples of activities which are appropriate both for the module and the level of candidate that the module is intended for.

### **Sufficiency of evidence**

OCR moderators reported that the majority of evidence submitted by centres clearly met the requirements and standards for the individual skill areas. Most centres presented evidence which was clear, succinct and appropriate to the individual module within each skill area. Where centres presented evidence which was focussed and annotated with the relevant module standards clearly in mind, it was of a notably high standard.

A minority of centres did not provide evidence of an acceptable standard and this was generally where each of the 'Evidence must show you can' module standards had not all been evidenced or they had been misinterpreted.

Centres who used the OCR Observation Record template generally submitted evidence of a particularly high standard. Clear descriptors were given on 'what was observed' when links were made with the scheme standards, and the 'Evidence must show you can' statements.

A few centres have begun to use the OCR Observation Record template creatively and effectively by extending the record beyond the A4 template, sometimes effectively meeting the standards for a complete module rather than a single evidence statement. Effective observation records were also those where images were imported and text was symbolised ensuring a more candidate accessible document.

### **Quality of assessment**

The majority of centres provided a high standard of assessment. This was evident when the OCR Assessment Records were completed fully and succinctly. A minority of centres had not understood the importance of the full and accurate completion of this document. This was so mainly in the poor completion of the 'Evidence location' section and in the 'Feedback on evidence assessed' section which was not always addressed to the candidate. The purpose of the assessment record is for the assessor to confirm that the evidence meets the 'Evidence must show statements'. Feedback confirms to the candidate that the evidence meets the module requirements and is therefore complete.

It was pleasing to see some centres providing on-going assessment and feedback to candidates throughout the module evidence.

### **Quality of internal moderation**

The quality and standard of centre internal moderation was variable. Some centres with a very large number of assessors across a number of sites provided evidence of very thorough and useful internal moderation. Some very small centres with single assessors also provided evidence of a thorough and useful internal moderation.

However for a number of centres the internal moderation proved to be an area for future improvement. For some centres the paperwork was completed incorrectly or with insufficient detail. Some internal moderators had not sampled the assessment decisions for each assessor. The process of internal moderation requires that written feedback is given to each assessor and where an action for the assessor is identified, the internal moderator is responsible for checking that the actions have been completed before attending the external moderation meeting.

Generally, centres did not provide a clear or informative sampling rationale. Centres sometimes opted to sample all of the evidence presented rather than the requirement of each assessor and for each assessor, each skill area that had been assessed. Generally internal moderation was problematic where centres were late with their internal moderation, not allowing time for any in-house adjustments with completion of evidence or thorough internal moderation.

### **External moderation**

Centres are reminded that bookings for the external moderation meetings can be made from January 2009 via the OCR website. Many centres failed to book within the time framework and some centres did not get a place on the meeting of their choice.

Centres are reminded to send the IM sheets and the external moderation candidate form to the external moderator at least four weeks before the date of the moderation meeting. If centres do not meet the deadline then they will not be able to attend that meeting. There is

no requirement that all candidate work for all modules has to be complete by that date (early April). Rather, the external moderation process is a check on a sample of the assessments of each assessor and each skill area submitted – there is no need to wait for more modules to be completed by more candidates. Centres are reminded to complete the external moderation candidate form using assessor initials not ticks. Please send two copies of the external moderation candidate form, the IM paperwork (both forms) and a sae (to inform the centre of the sample selected) to the external moderator. It is the centre's responsibility to ensure the paperwork is in order and submitted on time.

### **Advice for centres**

Centres should ensure that:

- ALL relevant centre staff are all familiar with an up to date version of the Centre Handbook
- Evidence shows how all of the module requirements 'Evidence must show you can' statements have been met
- Assessment Records for individual modules are be completed fully
- Internal moderation records are made available to the OCR Moderator four weeks before the external moderation meeting
- The Internal Moderator's Sampling Record identifies each assessor and all of the skill areas that each assessor assesses
- The internal moderator uses a separate Internal Moderator's Report on Assessment Decisions for each assessor
- Actions identified on the Internal Moderator's Report on Assessment Decisions for the assessor are completed prior to external moderation.
- Centre staff visit the OCR website regularly to check for updates concerning the scheme
- Book your place for the external moderation meeting in good time via the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) – booking available from January 2009

The standards, assessment, internal moderation paperwork and external moderation candidate forms (including completed examples) are all available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk)

### **Training 2008-09**

To help support centres, OCR is running an updated full day 'Get Started' course that aims to provide guidance and support for teachers and assessors new to the scheme, and those seeking a refresher. There is also a half day 'Get Ahead' course focusing on effective assessment and internal moderation of National Skills Profile and Accreditation for Life and Living Skills, which is aimed at those with some experience of either scheme.

For further information about dates/venues and to arrange in-house training, centres should get in touch with OCR Training on 024 7649 6398 or check out the information on the OCR website – [www.ocr.org.uk](http://www.ocr.org.uk).