

National Professional Qualifications QA Agent (QAA) Final Assessment Moderation Report

QAA Moderator	Karen Simpson
Date of moderation	12 January 2021

1. Provider information







Provider	Forest Learning Alliance
Assessment contractor (if applicable)	NPQonline
Date scripts submitted to QAA for moderation	11 January 2021




2. Moderation Assessment Sample

National Professional Qualification	Number of scripts Moderated	Script identification		
		Given name/ Mononym	Surname/ Family name	DMS reference number
		*List each participant with their name and DMS Person Reference Number (PRN) against the NPQ level moderated		
NPQML	1			
Total	1			

3. Overall evaluation of the Provider's assessment of participants (include reference to internal moderation where applicable)

Percentage of moderation sample marked in accordance with the DfE NPQ Content and Assessment Framework and Mark Scheme	<ul style="list-style-type: none"> 100% (1 of 1)
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<p>Previous moderation report recommendations</p>	<p>December 2020 Assessment Marking</p> <ul style="list-style-type: none"> Continue to ensure that each assessment note includes an explicit evaluation of the quality of the evidence submitted against each key element of the assessment criterion/ score descriptor to fully justify the mark awarded. 								
<p>Summary of effective use of the mark scheme (Bullet points)</p>	<p>Assessment Marking</p> <ul style="list-style-type: none"> The majority of assessment notes sampled for this one submission demonstrate a clear evaluation of the evidence presented which justifies the mark awarded. On occasion, the note is effective because it is enriched by making appropriate reference to the unique evidence as presented by the participant and/or sponsor. <table border="1" data-bbox="480 891 1326 1272"> <thead> <tr> <th data-bbox="480 891 683 958"></th> <th data-bbox="683 891 1326 958">QAA moderation comment examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 958 683 1272"> NPQ level: NPQML  Criterion: 4.1.1 </td> <td data-bbox="683 958 1326 1272"> <i>'Very positive evidence was given by your sponsor highlighting your many communication skills and ability to build good relationships with others. You can tackle difficult issues in 'a calm and professional manner'. You have ensured that all teachers and tutors have been supported, listen (sic) to and had their abilities invested in. Your evidence illustrated further the strategies you have that build team cohesion and partnerships beyond your setting.'</i> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> Where the assessment criterion has been partially demonstrated, the notes are particularly effective when they provide detailed, constructive guidance to enable the participant to develop further leadership competencies. <table border="1" data-bbox="480 1487 1326 2036"> <thead> <tr> <th data-bbox="480 1487 683 1554"></th> <th data-bbox="683 1487 1326 1554">QAA moderation comment examples</th> </tr> </thead> <tbody> <tr> <td data-bbox="480 1554 683 2036"> NPQ level: NPQML  Criterion: 5.1.1 </td> <td data-bbox="683 1554 1326 2036"> <i>'Budget evidence covered a wide range of considerations given to the use of time and the resources needed. These are connected to your planned activity. You have indicated the adjustment needed to plans and resources as a result of COVID-19. A second mark would have been gained with monetary values being given to produce a costed budget. You were clear that the actual cost would be absorbed into departmental and staffing budgets – not adding to any planned expenditure. However, this is not the best practice for project budget plans, as described in the additional feedback below.'</i> </td> </tr> </tbody> </table> <p>Additional feedback</p>		QAA moderation comment examples	NPQ level: NPQML  Criterion: 4.1.1	<i>'Very positive evidence was given by your sponsor highlighting your many communication skills and ability to build good relationships with others. You can tackle difficult issues in 'a calm and professional manner'. You have ensured that all teachers and tutors have been supported, listen (sic) to and had their abilities invested in. Your evidence illustrated further the strategies you have that build team cohesion and partnerships beyond your setting.'</i>		QAA moderation comment examples	NPQ level: NPQML  Criterion: 5.1.1	<i>'Budget evidence covered a wide range of considerations given to the use of time and the resources needed. These are connected to your planned activity. You have indicated the adjustment needed to plans and resources as a result of COVID-19. A second mark would have been gained with monetary values being given to produce a costed budget. You were clear that the actual cost would be absorbed into departmental and staffing budgets – not adding to any planned expenditure. However, this is not the best practice for project budget plans, as described in the additional feedback below.'</i>
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		<i>'As indicated above – access some examples of project management planning and related budget proposals – business plans that will indicate how staff time is valued. This is often an estimate but can in some circumstances lead to seeking more efficient ways to use time or ways in which to gain the required changes and improvement.'</i>			
Areas for development (Bullet points)	Assessment Marking <ul style="list-style-type: none"> A minority of the assessment notes do not justify the mark awarded. This is because they are not sufficiently evaluative and/or do not explicitly reference all aspects of the score descriptor. This was identified in the previous national moderation and, as a result, remains an area for improvement. 				
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4. Substantiating evidence where national moderation does not verify the accuracy of final assessment marking. (Please add additional boxes for each referenced script)

DMS person reference number	Evidence
	N/A

5. Recommendations for improvement

<p>Enhance the quality of assessment marking practice by ensuring:</p> <ul style="list-style-type: none"> all assessments provide explicitly evaluative notes that align sufficiently to the score descriptors to fully justify the mark awarded.
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