

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

QAA Moderator	Helen Barter
Date of moderation	14 May 2020

1. Provider information

Provider	Forest Learning Alliance (FLA)
Assessment contractor (if applicable)	NPQonline
Date scripts submitted to QAA for moderation	6 May 2020

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		
NPQH	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%
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Previous moderation report recommendations	<p>20 April 2020</p> <ul style="list-style-type: none"> Improve the standardisation of assessment marking by providing an evaluation of each key element of the criterion, taking account
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	<p>of all relevant evidence submitted to ensure accurate marking in line with the score descriptors of the DfE NPQ mark scheme.</p> <ul style="list-style-type: none"> Where internal moderation identifies support and development for assessors is required, ensure action is taken to address noted deficiencies in assessment practice. 								
<p>Summary of effective use of the mark scheme (Bullet points)</p>	<p>Assessment Marking</p> <ul style="list-style-type: none"> The final assessment tasks for the submission sampled at national moderation are marked in accordance with the process set out in the DfE NPQ Content and Assessment Framework and mark scheme. The recommendation from the previous moderation has been addressed in the marking of the two tasks. All relevant evidence was taken into account at both assessment and moderation to justify the marks awarded, which is reflected in the quality of the assessment notes reviewed. <table border="1" data-bbox="440 835 1106 1155"> <thead> <tr> <th colspan="2">QAA moderation comment examples</th> </tr> </thead> <tbody> <tr> <td> NPQ level: NPQH Criterion: 3.3.2 </td> <td> <i>'Your sponsor is positive about your ability to lead effectively, adapting your style of leadership in doing so and evidences the way in which you used coaching. However, your narrative for this criterion is narrow in scope, reiterating your regard for high expectations but not providing evidence of how you deployed particular styles of leadership in different situations in order to have influence and impact.'</i> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> The summary feedback for Task 2 is detailed to ensure the participant is fully aware of the shortcomings in the evidence resulting in a fail for the task, and for the submission overall. As a result, it is helpful in supporting a participant needing to re-submit. <table border="1" data-bbox="440 1368 1106 1803"> <thead> <tr> <th colspan="2">QAA moderation comment examples</th> </tr> </thead> <tbody> <tr> <td> NPQ level: NPQH Additional Comments </td> <td> <i>'Key areas for improvement Your submission would have been significantly strengthened by wider educational research more explicitly explained and aligned to the criterion. A more comprehensive and systematic analysis and evaluation of each element would have supported your project aims more credibly. Your overview identifies your project aim was to support the school to "to maximise the use of their Web-based management information system within the available budget". Whilst this is a sound focus you have deviated significantly from this resulting in a submission which lacks focus and coherence. You</i> </td> </tr> </tbody> </table>	QAA moderation comment examples		NPQ level: NPQH Criterion: 3.3.2	<i>'Your sponsor is positive about your ability to lead effectively, adapting your style of leadership in doing so and evidences the way in which you used coaching. However, your narrative for this criterion is narrow in scope, reiterating your regard for high expectations but not providing evidence of how you deployed particular styles of leadership in different situations in order to have influence and impact.'</i>	QAA moderation comment examples		NPQ level: NPQH Additional Comments	<i>'Key areas for improvement Your submission would have been significantly strengthened by wider educational research more explicitly explained and aligned to the criterion. A more comprehensive and systematic analysis and evaluation of each element would have supported your project aims more credibly. Your overview identifies your project aim was to support the school to "to maximise the use of their Web-based management information system within the available budget". Whilst this is a sound focus you have deviated significantly from this resulting in a submission which lacks focus and coherence. You</i>
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	<p><i>have also missed an opportunity to include greater depth and detail in your curriculum led budget (not included in the word count) to demonstrate your plans systematically. Where you have scored only one mark, is largely due to where all the elements of the two-mark criterion have not been fully met, please refer to my improvement points and the DfE mark scheme.'</i></p> <p>Internal Moderation</p> <ul style="list-style-type: none"> Internal moderation provides clear, succinct comments to validate the accuracy of all the assessment decisions reviewed. <table border="1" data-bbox="459 772 1125 1003"> <tr> <td data-bbox="459 772 619 828"></td> <td data-bbox="619 772 1125 828">QAA moderation comment examples</td> </tr> <tr> <td data-bbox="459 828 619 1003"> NPQ level: NPQH Criterion: 4.3.1 </td> <td data-bbox="619 828 1125 1003"> <i>'Agreed – some evidence of analysis of small school's strengths and development areas; better evidence of brokering support for school.'</i> </td> </tr> </table>		QAA moderation comment examples	NPQ level: NPQH Criterion: 4.3.1	<i>'Agreed – some evidence of analysis of small school's strengths and development areas; better evidence of brokering support for school.'</i>	
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<p>Areas for development (Bullet points)</p>	<ul style="list-style-type: none"> On occasion, assessment notes contain minor grammar and punctuation errors which diminish the overall quality of professional feedback to the participant. This was noted in the moderation for Task 2. <table border="1" data-bbox="459 1164 1125 1400"> <tr> <td data-bbox="459 1164 619 1220"></td> <td data-bbox="619 1164 1125 1220">QAA moderation comment examples</td> </tr> <tr> <td data-bbox="459 1220 619 1400"> NPQ level: NPQH </td> <td data-bbox="619 1220 1125 1400"> <i>'You have presented a clear evaluation of the schools' accountability arrangements for managing resources and risks.' (5.3.3)</i> <i>'.....to improve your placement schools existing model.' (6.3.2)</i> </td> </tr> </table>		QAA moderation comment examples	NPQ level: NPQH	<i>'You have presented a clear evaluation of the schools' accountability arrangements for managing resources and risks.' (5.3.3)</i> <i>'.....to improve your placement schools existing model.' (6.3.2)</i>	
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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

There are no recommendations arising from this moderation.

Continuous Improvement – Point for Consideration

- To further develop assessment procedures, ensure all assessment notes are free from grammar and punctuation errors.