

NATIONAL STANDARDISATION REPORT

SECTOR 14

Date: Tuesday, 2 June 2009
Venue: OCNEMR Offices, 10 Newmarket Court, Newmarket Drive, Off Ascot Drive, Derby, DE24 8NW
Time: 11.00am to 3.00pm

1 Context

The national standardisation event focussed on the external assessment for the Careers Education and Preparation for Working Life qualification at Level 1 and Level 2. This is because in September 2008 the assessment changed from being externally set and externally marked, to externally set and internally marked with work undertaken to make the standards clearer and less open to interpretation.

2 Samples

Samples were requested from the Careers Education and Preparation for Working Life qualification at Level 1 and Level 2 as follows:

- Preparation to work in the 21st Century external assessment.

The samples were required to include:

- Learners' work and assessment records for the full task.
- A copy of the completed assessment check sheet that should have been completed by the assessor as supplied in the assessment pack.
- Examples of Level 1 and Level 2.

3 Purpose

It was confirmed that the purpose of the national standardisation event was to ensure that there is consistency in the understanding and application of standards for the external assessment now it has moved from being externally marked to being internally marked. The samples are provided to inform discussions about standards, and to illustrate expected standards.

The meeting was also asked to:

- Provide statements, comments and guidance for centres as required.
- Identify any exemplar documents.
- Identify what improvements could be made by the Awarding Body to improve the maintenance of standards

4 Outcomes

- In parts of the samples, text had been included from external sources which is appropriate for the task, but referencing (particularly at Level 1) needs to be improved. Clear guidance needs to be given to learners on what has to be referenced and what level of referencing is required at Level 1 and Level 2. The learners need to use their own words and add comments to quoted or copied text. Guidance on the level of referencing required for Level 1 and Level 2 is clarified on page 8 of the External Assessment pack (EAP).
- A Level 2 fail does not automatically mean a Level 1 pass. The work needs to be reassessed against the Level 1 task achievement criteria.

Public Report

- A question was raised about whether the word count guidance is appropriate for both levels, and whether it should indicate the lower limit for Foundation and the higher limit for Intermediate. Advice is that the word count is guidance and should not be used as an assessment criterion.
- Centres need to use the correct forms/cover sheet or if using their own, they need to contain all of the same information.

Good practice in assessment was agreed as follows:

- When marking the assessments, assessors need to note which parts of the work meet which Task Achievement Criteria. Some work had been structured to follow the Task Achievement Criteria directly, providing clear evidence of achievement and flowing reports. Centres could provide the learners with a template with the Task Achievement Criteria and appropriate headings to ensure all points are covered.
- Although learners undertake the task independently, centres need to ensure that learners fully understand the task, the Task Achievement Criteria and the need for all criteria to be achieved. For example, tutors need to ensure that the learner's chosen organisation/vocational area provides enough scope to achieve the task, but equally if the organisation is large, a learner may want to focus on an aspect of the business. It is important that the task is a useful exercise, and that learners choose job roles that interest them and gives them information to contribute to career choices and prepare them for working life.

Exemplars:

- It was agreed that NOCN create exemplar tasks, based on the samples provided, for both Level 1 and Level 2. The exemplars will be circulated with this report.

Areas for Improvement

- Guidance in the External Assessment Pack (EAP) needs to be amended to make clear that Part Two does not necessarily have to be in the same vocational area as Part One and that learners should be actively encouraged to choose an area for Part Two that they are particularly interested in pursuing.
- Guidance regarding the word count in the EAP needs to be amended to re-emphasise that the figures are a guideline and should not be used as an assessment criterion.
- Centres need to make sure they use the correct cover sheets when submitting completed assessments. Or if the centre has its own cover sheets, these need to contain all of the information from the NOCN sheet.