

External Moderation Visit Planner and Report

Centres are asked to read Skills and Education Group Awards External Moderation Policy and the guidance on Internal Quality Assurance of Skills and Education Group Awards Qualifications to ensure the external moderation process runs smoothly.

Centres are also reminded that the assessments of all learners for whom the centre is claiming certification at this time must be available for sampling.

Visit Planner

Sections 4, 5, 6 and 7 are to be completed by the Centre and returned to the External Moderator one week before the scheduled visit.

Section 1 Centre Details			
Centre Name	Fashion Enter Ltd		
Contact Name	Esme Tecele		
Contact Email	esme@fashion-enter.com		
Contact Tel. No.	02088093311		
Annual Moderation	Y	Additional Moderation	
Planned Date of Moderation	28/11/2022	Planned Visit Duration	4 hrs
Moderation ID	MV-24349		
Site Name and Address for visit	Fashion Enter Ltd, The Factory, Unit 14 Crusader Estate, 167 Hermitage Road, London, Greater London N4 1LZ		

Section 2 External Moderator Details	
External Moderator Name	Ms Jan Wise
Email	Jan.Wise@skillsedugroup.co.uk
Tel. No.	02380 900851
External Moderator to be accompanied	N

Section 3 Plan for Moderation	
SEG Awards Sub-sector	Sewing and Textiles

Section 3a		
Courses from which sample evidence will be moderated		
SEG Course ID	Full Qualification Title (including any endorsed pathways if applicable)	QAN
224451	A2050-01 Level 1 Award in Fashion and Textiles (Sewing and Textiles)	500/4308/0
224524	A2050-01 Level 1 Award in Fashion and Textiles (Sewing and Textiles)	500/4308/0
224526	C2100-02 Level 2 Certificate in Fashion and Textiles	500/5196/9
224530	A2050-01 Level 1 Award in Fashion and Textiles (Sewing and Textiles)	500/4308/0
224531	C2050-01 Level 1 Certificate in Fashion and Textiles (Sewing and Textiles)	500/4330/4
224533	C2060-02 Level 2 Certificate in Fashion and Textiles (Pattern Cutting)	500/5196/9

Section 3b		
Courses previously awarded through direct claims for which summary assessment and internal moderation documentation only will be sampled		
SEG Course ID	Full Qualification Title (including any endorsed pathways if applicable)	QAN

Sections 4, 5, 6 and 7 are to be completed by the Centre and returned to the External Moderator one week before the scheduled visit.

Section 4		Staff Expertise		Quality Assurance (QA)	
		Centres are requested to update this section prior to the visit. Information should relate only to those qualifications listed above			
Name	Role	Available for visit Y/N	Occupational experience/Professional Qualifications/CPD	QA/teaching Qualifications gained	QA/teaching Qualifications working towards
Jenny Holloway	<p>Director Fashion Enter Internal Quality Assurer for all ABC Courses</p> <p>Sub-Contractor Training Skills and Education Group Awards</p> <p>Fashion District Stakeholders Group meeting</p>	<p>N</p> <p>Please note, Jenny was available for the original date for the visit but due to tube strikes the date was rearranged</p>	<p>35 years in the fashion industry (March 2006 incorporated Fashion Enter Ltd)</p> <p>Worked in the fashion industry for over thirty five years mostly in the private sector.</p> <p>Buyer for Littlewoods, M&S and Principles for Women before opening her own label Retro.</p> <p>Own consultancy business and an Industry Advisor on Government funded initiatives.</p> <p>Member of the Chartered Institute of Educational Assessors (CIEA)</p> <p><u>CPD</u> Mini MBA Digital Marketing and Social Media</p>	<p>DTLLS, PTLLS Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practices</p> <p>Level 3 Award in Information, Advice and Guidance (Ascentis)</p>	<p>EQA qualification with ABC Awards</p>

			(i.e. Safeguarding, WRAP- Workshop to raise awareness on Prevent, Channel General Awareness Respect for People, Mentoring Skills in Information, Advice and Guidance		
Lan Leeder	Level 1 and 2 Tutor -Pattern Cutting	N Please note: Lan was available for the original date but due to potential tube strikes the date was rearranged	studied Fashion with Technology at The London College of Fashion, then graduated from The University of East London with a First Class Honours in Fashion with Marketing Her first job was as a creative pattern cutter for a high street supplier for the likes of the Arcadia group, BHS and TU Clothing. Then worked for a London based fashion brand as a designer and pattern cutter for over 8 years. CPD: Safeguarding training Prevent training Sustainability training Prevent/Safeguarding training online	Level 3 Award in Education and Training CACHE L3 Award support teaching and learning in class	

			Strategy, creativity and time management in class		
Anna Cover	The Stitching Academy Tutor/Assessor	N	<p>15 years' experience as a Factory Work Room Assistant at Drakes London, a Luxury Tailoring company working on aspects of the entire design cycle including pattern cutting, sewing, designing and illustrating.</p> <p>Then went on to become a Freelance Design Consultant for Drakes London</p> <p>From Spring 2017 joined Fashion Enter as a Technician in the Stitching Academy.</p> <p><u>CPD:</u></p> <p>ABC Level 1 Pattern Cutting and Fashion Illustration</p> <p>ABC Level 1 Fashion and Textiles Diploma</p> <p>ABC Level 2 Fashion Sewing and Textiles</p>	Highfield Level 3 Certificate in Assessing Vocational Achievement (RQF) – May 2018	Level 3 Award in Education and Training – Highfield

			<p>Outstanding Teaching and Learning and our practice</p> <p>Embedding Equality and Diversity, Safeguarding Prevent and British Values</p> <p>Understanding Radicalism With Amy McKee</p> <p>Standardisation</p> <p>OFSTED requirements meeting</p> <p>Prevent training</p> <p>GDPR training</p> <p>Matrix Standard training</p> <p>Classroom management Strategy</p> <p>Setting SMART targets</p>		
Zarina Sacranie	Textiles Tutor since the launch of the new Leicester Academy, in	N	1986: University of Karachi Pakistan: Education to degree A level Bachelor of Arts	Certificate in teaching in the Lifelong Learning 7303 (CTLLS)	

	<p>November 2021. The role aids students to become independent and gain confidence to support their family, especially those students who face challenges due to language barriers. This has helped students feel part of the community.</p>		<p>Came to the UK in 1990 Attended training Shama Womens Centre then progressed to a Leicester factory as a target setter. Shama Womens Centre as a Textiles Teacher then became a Qualified Textiles Teacher and Assessor.</p> <p>Created the short 1-week summer course – Introduction to Garment Making and Industrial sewing to enhance student skills.</p>	<p>Certificate in Teaching in the Lifelong Sector 7303 (PTLLS)</p>	
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Section 5 Requests for Credit Transfer / Exemption						
Current SEG Reg. ID ¹	Current SEG Course ID	Unit Code(s) ² to be claimed through credit transferred	Unit Code(s) ³ to be claimed through exemption	Qualification Title including AO ⁴ e.g. OCR Level 1 Award in	Award Date dd/mm/yyyy	Certificate seen by Moderator Y/N
5.1 Related Comments:						

Section 6 Centre Claims for Certification based on the courses listed in Section 3a of the Planner					
6.1	Number of learners registered for a full qualification	51	6.3	Total number of learners claiming full qualifications at this time	51
6.2	Number of learners registered for units only	0	6.4	Total number of learners claiming credit certification at this time	0
			6.5	Total number of learners withdrawn and not planning to complete any of these units/qualifications	0
			6.6	Total number of learners continuing and planning to claim these units/qualifications at a later date	0

¹ If whole cohort is claiming write 'whole cohort'

² Regulatory unit number

³ Regulatory unit number

⁴ Awarding Organisation

Section 7 The Centre is requested to feedback on the following. This is valued information to support the review of SEG qualifications.				Y/N
7.1	Do the learning outcomes and assessment criteria provide sufficient detail on which to base assessment decisions? If not, please explain why below?	Y		
Please comment				
7.2	Are the levels for the qualification (s) appropriate? If not, please state which qualification and why below?	Y		
Please comment				
7.3	Do any assessment criteria present your learners with any barriers to achievement?	N		
If Y please state why				
7.4	Do you expect the level of business with SEG in this curriculum area to	Increase Y	Decrease	Be same
We expect the level of business to increase next year due to the successful incorporation of the Fashion Technology Academy newly opened Tailoring Academy which is supported by the Government. The current COVID-19 pandemic will result in many to consider retraining. We have now opened academies in Leicester and Wales too and a second London branch.				
7.5	Please add any further comments about the units, the qualification or the support given for these qualifications.			
Please comment				
7.6	Why do you consider the SEG qualification(s) appropriate for your learners?	Y		
They are an excellent combination of vocational learning with academic training. We are proud to have created the Level 1 and Level 2 Stitching and Patterns with ABC Awards and John West and hope to create level 1 and 2 pathways for Tailoring courses				
7.7	Please state if you agree with the Total Qualification Time (TQT) and Guided Learning (GL) values which have been assigned to these qualifications. For each qualification delivered please tell us whether you agree (Y/N) with the (a) TQT value (b) GL value.			
A2050-01 Level 1 Award in Fashion and Textiles (Sewing and Textiles)		TQT Y	GL Y	
C2050-01 Level 1 Certificate in Fashion and Textiles (Sewing and Textiles)		TQT Y	GL Y	
C2060-02 Level 2 Certificate in Fashion and Textiles (Pattern Cutting)		TQT Y	GL Y	
C2100-02 Level 2 Certificate in Fashion and Textiles		TQT Y	GL Y	

Visit Report - to be completed by the External Moderator

Visit Date	28/11/2022	Visit Time	10:30am	Visit Duration	3 hrs
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Section 1 Administration		Y/N
1.1	Are the team aware of the centre policies and procedures relating to assessment and internal moderation?	Y
1.2	Do the team know how to access the centre policies and procedures relating to assessment and internal moderation?	Y
1.3	Are effective systems in place for improving processes and procedures?	Y
1.4	Are procedures in place to ensure effective communication between sites and / or staff involved in this curriculum area?	Y
1.5	Are learner records (including assessments) stored in a secure location?	Y
1.6	Is access to learner records and assessments restricted to authorised personnel only?	Y
1.7	Is learner and assessment evidence retained in accordance with the centre's and SEG requirements (3011-01 External Moderation Policy; 3000-01 Centre Record Keeping)?	Y
1.8 Related Comments:		
If the answer is no to any of the above questions, actions will be reflected in the Action Plan		
Fashion Enter is a very experienced and long standing provider of SEG/ABC Fashion and Textile Courses. Jenny Holloway is the CEO of the centre and is the Internal Verifier for the ABC courses at all the levels covered. Esme Teclé, the centre's Operations Manager co-ordinates the paperwork needed by the tutors for course delivery and assessment and ensures that all communications are understood between ABC and Staff. Esme ensures that learner records and assessment paperwork storage complies with SEG/ABC requirements.		

Section 2 Management and Resources		Y/N/NA
2.1	If this is a first visit, please confirm that the required policies and procedures are in place	NA
2.2	Are policies and procedures subject to regular review?	Y
2.3	Is accommodation and are resources sufficient to support the units / qualification?	Y
2.4	Are sufficient and appropriately qualified and/or experienced staff members available to manage, deliver and assess the units / qualifications?	Y
2.5	Are the roles and responsibilities of staff clearly defined and understood by all concerned?	Y
2.6	Is there a staff development policy?	Y
2.7	Has a staff development programme been implemented?	Y
2.8	Are staff members able to carry out their designated responsibilities effectively?	Y
2.9	What is the ratio of total learners assessed to the number of assessors and is it appropriate?	

The ratio of learners to assessors is appropriate. There are 3 assessors involved in this moderation visit and they each have their own cohorts to teach and assess. There is a total of 51 learners and one assessor has 2 classes	
2.10	What is the ratio of assessors to the number of internal moderators and is it appropriate?
Yes 3 assessors to one IQA	
2.11 Related Comments:	
If the answer is no to any of the above questions, actions will be reflected in the Action Plan	
2.2 All policies and procedures are subject to review as required by the centre.	
2.3 The courses are delivered in professional premises that produce a variety of clothing for well known labels in the UK. Fashion Enter has a factory for large production runs. The Factory produces an average of 15,000 garments a week for multinationals such as ASOS, Tesco F&F and N Brown	

Section 3 Delivery, Assessment and Internal Moderation		Y/N/NA
3.1	Was the centre's Equality and Diversity Policy applied when promoting the course/s?	Y
3.2	Were any groups positively targeted for this course?	Y
3.3	Was learner access onto the course carried out in accordance with the centre's policies and course requirements?	Y
3.4	Did learners undertake an induction programme?	Y
3.5	Were learners with specific learning and assessment requirements given the appropriate support?	Y
3.6	Is the assessment process fair, open and free from bias?	Y
3.7	Was learners' progress monitored and reviewed?	Y
3.8	Are the assessments set at an appropriate level?	Y
3.9	Are the assessments relevant to the qualification / unit learning outcomes?	Y
3.10	Was an effective internal moderation plan agreed?	Y
3.11	Was effective internal moderation implemented?	Y
3.12	Are internal moderation records accurate?	Y
3.13	If there are any specific assessment requirements, as published in the Qualification Guide, have these been undertaken effectively?	Y
3.14 Related Comments:		
If the answer is no to any of the above questions, actions will be reflected in the Action Plan		
3.2 The SEG courses are delivered in the Fashion Technology Academy which opened with funding from Haringey Council in 2015. This has enabled inclusivity at all levels to enable learners to learn skills in short courses that are accredited at Level 1 and progress to longer Level 1 courses through to higher levels in the Tailoring Academy. Successful learners are able to gain employment within the Fashion Enter production lines in a variety of roles. Courses are designed to enable progression in the industry.		
3.3/3.4 Access is open to all and potential learners are assessed and appropriate courses are offered with induction to the practical and theoretical access.		

3.5 Additional support in language skills is given through the tutors. Assessment is through practical evidence tasks and the completion of workbooks that contain a variety of exercises appropriate to the level required. All practical tasks relate to the various course requirements. Teacher observations are detailed where required.

3.6/3.7 The assessment process is fair, open and unbiased. Learners are closely monitored through appropriate tasks and all achievement is recorded.

3.11 Internal moderation is thorough and accurate. Comments are correctly directed at the assessor with information to help improve delivery and assessment – if relevant.

Section 4 Samples Completed								
4.1 Evidence Sample for courses listed in Section 3a								
SEG Course ID	Assessor Name	Internal Moderator (IM) Name	SEG Reg. ID	Unit Codes ⁵	Sampled by IM (Y/N)	Centre Assessment decision ⁶	Assessment decision agreed by external moderator (Y/N)	Unit sample required for SEG standardisation (Unit Code)
224526	Ana Cover	Jenny Holloway	2037695	H/502/0373	Y	P	Y	
224451	Zarina Sacrani	Jenny Holloway	2037326	A/505/2035	Y	P	Y	
224451	Zarina Sacrani	Jenny Holloway	2037326	J/505/2037	Y	P	Y	
224524	Ana Cover	Jenny Holloway	2037677	J/505/2037	Y	P	Y	
224524	Ana Cover	Jenny Holloway	2037678	L/505/2038	Y	P	Y	
224530	Lan Leeder	Jenny Holloway	2037721	M/501/7928	Y	P	Y	
224531	Lan Leeder	Jenny Holloway	2037723	M/501/7928	Y	P	Y	
224533	Lan Leeder	Jenny Holloway	2037745	K/501/7958	Y	P	Y	
4.2 Rationale for any changes to the centre's assessment decisions								
4.2a Task inappropriate for the following reasons:								
4.2b Learner/s not met the following assessment criteria:								

⁵ Regulatory unit number (sometimes referred to as a URN)

⁶ Results - P (pass/achieved), M (merit), D (distinction), F (fail)

4.3 Reasons why samples requested for moderation were not available

Section 5 Learner Review											
Centres are requested that learners are available on the day of the visit. If this is not possible please supply details of any recent Learner Perception of Course (SPOC) or learner feedback analysis.											
Y/N/NA											
5.1 Were learners interviewed during the moderation?											
N All the learners moderated have completed their courses and left the centre. As they were not available, they were asked to complete feedback forms.											
A sample of learners (A-F) will be interviewed during a visit and asked to score the following where 1=excellent, 2=good, 3=satisfactory, 4=poor and 5=unacceptable											
						A	B	C	D	E	F
Quality of information given about this qualification	5.2	Have you (the learner) been made fully aware of the content and requirements of the SEG qualification?	1	1	1	1	1	1	1	1	
Resources supporting this qualification	5.3	Are the resources (course work materials, tasks set, facilities, staffing) supporting this course sufficient and appropriate?	2	2	2	2	2	2	2	2	
Course organisation	5.4	How do you (the learner) feel the centre has organised / delivered the course?	2	2	2	2	2	2	2	2	
Individual support given during the course	5.5	Have you had adequate tutor support/contact time?	2	2	2	2	2	2	2	2	
Assessment Process	5.6	Was the assessment and assessment process clearly explained?	1	1	1	1	1	1	1	1	
	5.7	Did you receive feedback following each assessment?	1	1	1	1	1	1	1	1	
5.8 Summary for Learners Interviewed											
This is a random snapshot of learner opinion and may not reflect the overall student opinion of the course and centres should evaluate their own reviews.											
The centre has evaluated these reviews and will always reflect on learner comments.											

Section 6 External Moderator Comments and Recommendations

6.1 Direct Claims

Related comments on the review of internal moderation evidence for courses recorded in the Planner Section 3b

6.2 Overall Summary of Moderation

I'd like to thank Esme for her time during my visit and for collating the review with the assessors and for gathering up all of the folders and samples.

All the courses provide an intensive introduction to sewing and textiles through a variety of qualification requirements. Some of the work was above the level required although broadly across the qualifications, all learners were on the correct courses for their needs.

It was good to be able to spend time talking through the assessment evidence for the 4 different courses.

These points are from our discussions:

- High quality work and samples were presented for review.
- The Health and Safety action from the previous remote assessment was completed but is still too complex. I advise that learners write answers to questions and also show they can identify safety signs and symbols. As a learner progresses through the levels then the H&S questions should reflect this.
- Feedback to learners from assessors was detailed and supportive. However, all feedback needs to focus on how well the learner has completed the task with reference to the work.
- To help with the assessment and the EM process, it would be useful if the plastic pockets were labelled with the assessment notation.
- Do keep the evidence required to the actual assessment criteria. When commenting on the learner evidence, the assessor needs to refer to what the learner has produced and be more succinct.
- We spent a long time discussing the assessment process and how the paperwork required for the assessor to fill in, could be cut down. The practical work and written tasks relate to specific criteria. Learners record evidence in work books. Assessors also write detailed observations of tasks as additional evidence. The work books need to be further aligned to the specific SEG assessment requirements and use the same notation ie: 1.1,1.2 – 2.1, 2.2. This wasn't always exactly aligned in workbooks with accurate cross referencing– so please keep to the same notations. Once this is done then the assessment criteria is easily tracked. Assessor feedback can then be kept to the assessment criteria without being repeated in additional observation paperwork.
- Correct tracking is important when tasks are completed and enable learners to achieve the course.
- The work seen showed very good examples of the levels and tasks required.
- There was plenty of stretch and extend work – there is no need to assess this additional work as the basic requirements were already evidenced in folders. Stretch and extend work is very relevant if time allows and enables skill development.
- All courses are a credit to the centre.

6.2a Centre Strengths

Well organised and planned courses
Excellent, professional facilities for the learners
Dedicated, well qualified delivery and assessment team.

6.2b Recommendations for Improvement

Cut down on the assessment paperwork.
Focus the assessment feedback on what the learner has produced in line with the assessment criteria.

Thorough and detailed Internal Moderation.	Do avoid confusing the stretch and extend work with the assessment criteria. If, at Level 1 and 2 , learners have achieved the assessment criteria in one activity, then they meet requirements.
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6.3 Certification Claim	Recommendation identified with a 'Y'
6.3a The centre may claim certificates for the courses as per Section 3a of the ME3 Planner	Y
6.3b The centre may not claim certificates for the courses as per Section 3a of the ME3 Planner	
6.3c Related Comments:	
6.4 Next Moderation	Recommendation identified with a 'Y'
6.4a Moderation Visit	
6.4b Remote Moderation	Y
6.4c Additional Moderation	
6.4d Related Comments:	
6.5 Direct Claims⁷	Recommendation identified with a 'Y'
6.5a Approved	
6.5b Continued	Y
6.5c Removed	
6.5d Not Yet Recommended	
6.5e Related Comments:	
6.6 Sanctions⁸	Recommendation identified with a 'Y'
6.6a Applied	
6.6b Continued	
6.6c Removed	
6.6d Not Applicable	Y
6.6e Related Comments:	

⁷ Cf SEG Policy 3000-01 Direct Claims

⁸ Cf. SEG Policy 3100-01 Sanctions

Section 7 Centre Action Plans

7.1 Previous Actions

Report Ref.	Action Code	Reason	URN	Action Required	Date to be Completed (dd/mm/yyyy)	Method of Review
6.2b	3.3	The Health and Safety learning outcome needs further development	A5018032	To develop the learning outcome for the learners to provide more information about their own understanding of Health and Safety.	November 2022	Completed

7.2 New Centre Action Plan						
Report Ref.	Action Code⁹	Reason	URN	Action Required	Date to be Completed (dd/mm/yyyy)	Method of Review

⁹ Refers to type of action where

1.1 Paperwork incomplete; 1.2 Poor communication in centre; 1.3 Poor communication with SEG

2.1 Insufficient human resource; 2.2 Insufficient physical resource; 2.3 Previous actions incomplete; 2.4 Unqualified staff

3.1 SEG conditions for assessment not met; 3.2 Assessment decisions inconsistent; 3.3 Assessment material/process disadvantaged learners; 3.4 Standard not met/internal decisions inaccurate

4 Assessment identified for standardisation not available to take away on the day