



Qualifications and
Curriculum Authority

Controlled assessment in Diploma principal learning: a consortium guide



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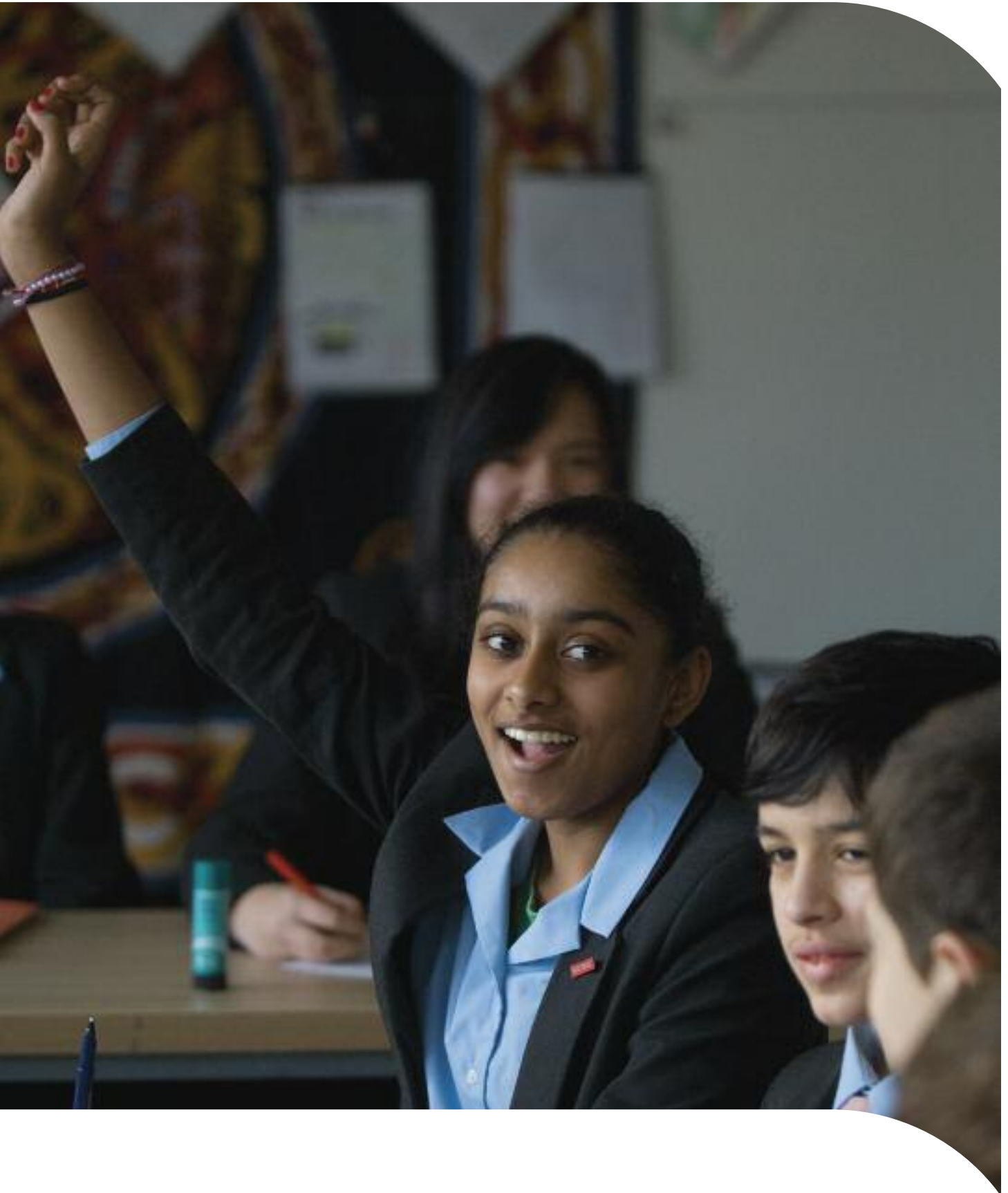
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Introduction

Who's this for?

This guide is for teachers, tutors, assessors and staff involved with internal assessment and its quality assurance in Diploma principal learning qualifications.

What's included?

The guide provides a general introduction to controlled assessment in Diploma principal learning qualifications.

It also includes suggestions for staff development activities on:

- planning controlled assessments
- developing policies for controlled assessment
- identifying what quality assurance roles are needed
- internal standardisations and marking.

The staff development activities are aimed at staff responsible for the quality assurance of controlled assessment.

The guide also features examples of controlled assessment in action, which illustrate how policies, structures and roles can help make controlled assessment and its quality assurance effective. These examples have been included to show how controlled assessment could be implemented. They are designed to be useful to teachers, tutors and assessors responsible for administering and quality assuring controlled assessment. However, the examples in this guide are illustrative only – the assignment briefs that have been devised by a consortium or adapted from a brief provided by a component awarding body (CAB) have not been formally approved.

This guide does not address external assessment, where the CAB sets the tasks, the task taking conditions and marks the work.

Where can I find more information?

CABs set out the specific requirements for controlled assessment in each principal learning qualification and provide guidance on how to apply controls. They also provide guidance to clarify what responsibility the consortium must take for meeting the requirements for controlled assessment for each line of learning and year of delivery. When planning how to assess, all those involved in the assessment process need to take account of this information.

More information about controlled assessment for each line of learning can be found on the relevant CAB's website.

AQA-City & Guilds	www.diplomainfo.org.uk
Edexcel	www.edexcel.com/diploma
EDI	www.ediplc.com/diplomas
OCR	www.ocr.org.uk
VTCT	www.vtct.org.uk

In addition, frequently asked questions on controlled assessment are available on the QCA website at www.qca.org.uk.

What is controlled assessment?

Controlled assessment is the approach to internal assessment where the CAB sets requirements or 'controls' for:

- setting tasks
- taking tasks (including time, resources, collaboration and supervision)
- marking tasks.

A learner's marks for each internally assessed unit of their principal learning qualification must be drawn from an assessment that has been set, taken and marked in line with the controls set by the CAB.

How are the controls defined?

For Diploma principal learning qualifications, there are three different levels of control. Controls may be:

- set out in detail, with very limited room for variation (referred to as high control)
- specified using parameters that allow some variation to suit local circumstances and opportunities (referred to as medium control)
- outlined in unit specifications and associated guidance to allow consortia to take responsibility (referred to as limited control).

Why is controlled assessment needed?

Controlled assessment has been included in Diploma principal learning qualifications, as for GCSEs, to ensure the rigour of the assessment process, fairness for candidates and to provide external confidence in the authenticity of evidence.

The purpose of controlled assessment is:

- to ensure public confidence in assessment by making sure that:
 - assessment tasks are valid
 - learners' work is authenticated
 - marking is reliable.
- to ensure consistency in the assessment demands and standards:
 - between centres within a consortium
 - between consortia registered for a CAB
 - between CABs
 - across lines of learning
 - with other qualifications, where relevant.



What are the different levels of control?

The levels of control set by the CAB may be limited, medium or high for each of the following aspects of assessment:

- task setting
- task taking, including:
 - time
 - resources
 - collaboration
 - supervision
- task marking.

The following definitions for controls apply to Diploma principal learning qualifications. Each CAB sets specific requirements for the different levels of control, based on these agreed definitions.

Each centre in a consortium, and the consortium as a whole, must take responsibility for making sure that the assessment on which the final marks for each unit is based is carried out in line with the controls set by their CAB.

Limited control

Limited control is when the assessment requirements within Diploma principal learning qualifications are specified using broad parameters that allow consortia to determine the details of the assessment.

When the controls are limited, the consortium takes responsibility for maintaining the integrity of the assessment, in line with the requirements of the qualification specification and any additional guidance provided by the CAB.

When task setting is subject to a limited level of control, the consortium would typically be required to devise the assignment following the requirements in the unit specification and any guidance on task setting provided by the CAB. For example, the CAB may provide an outline of assessment tasks and a list of potential evidence for assessment, matched to the learning outcomes and assessment criteria.



When task taking is subject to a limited level of control, the consortium would typically be required to:

- decide the controls for time and resources in line with CAB requirements, for example by setting deadlines or word limits for different activities within the assignment and determining any constraints on the use of resources
- decide how any group work within the assignment will be managed so that each individual learner's attainment can be assessed in line with CAB requirements, for example by working out which activities will be collaborative and what evidence of their contribution each individual must produce
- determine and apply a policy for supervising learners during the assessment in line with CAB requirements, for example by deciding which activities must be carried out under direct supervision, who may supervise, where work may be carried out and the extent of guidance that learners may receive during the assessment.

The consortium will always be required to:

- mark work using the marking descriptions in the unit specification and any guidance on interpretation provided by the CAB
- internally standardise assessments in line with CAB requirements
- prepare work for external moderation in line with the requirements set by the CAB.

Medium control

Medium control within Diploma principal learning qualifications is when the assessment requirements specified by the CAB allow the consortium some flexibility to suit local circumstances.

When controls are medium there will be some freedom for the consortium to adapt or tailor the controls to suit the needs of learners and local circumstances and opportunities.

When task setting is subject to a medium level of control, the consortium would typically be required to contextualise the assignment set by the CAB to suit local opportunities, for example by changing the context in which the tasks are undertaken.

When the task taking is subject to a medium level of control, the consortium would typically be required to:

- work within the parameters set by the CAB for time, resources or collaboration, for example by setting limits on time and resources for assessment based on the range set by the CAB, and by ensuring that any group work tasks are managed in line with the controls on collaboration set by the CAB
- work within the parameters set by the CAB for supervising and providing learners with guidance during the assessment, for example by specifying who can supervise, what activities must be supervised and what guidance is allowed during the assessment.

The consortium will always be required to:

- mark work using the marking descriptions in the unit specification and any guidance on interpretation provided by the CAB
- internally standardise assessments in line with CAB requirements
- prepare work for external moderation in line with the requirements set by the CAB.

High control

High control within Diploma principal learning qualifications is defined as the level of control where the CAB tightly prescribes assessment requirements.

When controls are high, the role of the consortium is to apply the controls as directed by the CAB.

When task setting is subject to a high level of control, the centre would typically be required to run the assignment exactly as set by the CAB.

When time, resources, collaboration and supervision for task taking are subject to a high level of control, the centre would typically be required to:

- follow the detailed task taking conditions exactly as set by the CAB
- supervise learners during the assessment activity as directed by the CAB.

The consortium will always be required to:

- mark work using the marking descriptions provided in the unit specification and any guidance on interpretation provided by the CAB
- internally standardise assessments in line with CAB requirements
- prepare work for external moderation in line with the requirements set by the CAB.



What does controlled assessment mean for learners?

Controlled assessment should be straightforward and fair for all learners. As with all assessment, learners will need to understand what is required of them and the expectations that they need to meet.

Task setting

In respect to task setting, learners will need to understand the tasks or activities they must carry out and the evidence they must produce.

Task taking

The supervision and authentication of learners' work is key to the integrity and reliability of internal assessment in principal learning qualifications, as with all other qualifications. For learners, the controls on task taking – time, resources, collaboration and supervision – are designed to secure confidence in the quality of the assessment they are taking.

In respect to task taking, learners will need to understand:

- what, if any, work they can do outside the direct supervision of the tutor
- the rules on plagiarism and the acknowledgement of sources
- what limitations may apply about the use of the internet or any other resources
- when they may work collaboratively and what evidence they must produce on their own
- what guidance and support they can expect from their tutor, to avoid malpractice, such as over-coaching or undue direction
- what help they are allowed to get from others, to avoid inappropriate support
- what feedback they will get during, or at the end of, the assessment
- whether they can redraft or redo their work
- the deadlines they must meet for submitting their work for final marking.

There may be learners who will require reasonable adjustments to access the assessment. In these cases, the consortium must ensure that learners are clear about what additional support is permitted by the CAB (for example the use of an amanuensis or extra time). They must also be clear whether any support or arrangements need to be negotiated or agreed in advance with the CAB and the process for applying.

Task marking

In respect to task marking, learners will need to understand the marking descriptions that will be used to determine what mark they are awarded.

How should controlled assessment be implemented?

To understand how to plan for controlled assessment in a learning programme, it is important to clarify some key terms in assessment.

Formative assessment or 'assessment for learning'

Formative assessment or assessment for learning is:

'the process of seeking and interpreting evidence for use by learners and their teachers, to identify where learners are in their learning, where they need to go and how best to get there'. (Assessment Reform Group, 2002)

Formative assessment is typically carried out on an ongoing basis during the learning programme, with the purpose of giving feedback to help learners progress in developing knowledge, understanding and skills.

Controlled assessment is not formative, day-to-day assessment for learning.

Formative assessment is not appropriate for determining the final marks for a unit because it can lead to over-assessment and to assessment based on evidence that complies with the assessment criteria, but is not sufficiently robust to ensure reliable marking.

Summative assessment or 'assessment of learning'

Controlled assessment is formal and intended to summarise what learners know or can do at a given time, with the purpose of reporting attainment. Controlled assessment is a form of summative assessment or assessment of learning that:

'is the process by which teachers gather evidence in a planned and systematic way in order to draw inferences about their students' learning, based on their professional judgment, and to report at a particular time on their students' achievements'. (Assessment Reform Group, 2006).

Controlled assessment may be planned to:

- take the form of staged assessments at key points during a learning programme, focusing on targeted learning outcomes and assessment criteria
- take place at the end of a learning programme.

Controlled assessment is the approach used for principal learning qualifications because it helps learners to transfer and apply their learning to the context and task(s) chosen for assessment. It also encourages a more purposeful approach to combining theory and practice that brings together the learning outcomes into a coherent activity, rather than separating assessments into a series of potentially unrelated elements.



Planning controlled assessment

For controlled assessment to be fair and manageable it is important to plan it carefully. The starting point should be to make sure that all those involved are clear about the requirements that the CAB has set for each aspect of control for the assessment of the unit. Each CAB may have slightly different approaches to controls for the units in each line of learning. It is also important to recognise that the requirements for controlled assessment for Diploma principal learning qualifications set by a CAB may not be the same as those they set for GCSEs and A levels.

Each CAB publishes information about controls for each line of learning in the specifications for internally assessed units and in the overarching information about assessment. This is usually in a section on assessment either at the front or back of the specification. CABs also publish sample assessment materials (often referred to as SAMs or iSAMs) for one or more internally assessed units. These include an assignment brief for learners and guidance for staff about how to administer and mark the assignment in line with the controls.

When planning for controlled assessment, it is important that staff are clear not only what controls to apply but also what level of responsibility the consortium must take as a whole and what responsibility each centre must take within it. This may have not only practical but also strategic implications, for example someone must take responsibility for approving the tasks to ensure that they meet CAB requirements. The staff development toolkit (see page 19) includes activities to help staff in consortia to develop a common understanding about the controls for each line of learning. Doing this will also draw attention to any variation between lines of learning and levels that will need to be taken into account. Sample assignment review checklists are also included to support staff in validating controlled assessment tasks (see page 20).

Reviewing assignments

When planning assessments, it is critical to make sure that learners will be producing evidence that can be marked using the marking descriptions and mark allocations set out in the assessment or marking grids for the unit.

The following checklist has been designed to help in reviewing the assignment against the unit marking requirements and should be part of the proofreading and quality assurance process before assessment administration.

Assignment brief review checklist

Diploma line			
Level and unit			
Task setting			
Does the assignment have an applied purpose?	Yes	No	
Is this an awarding body assignment, contextualised awarding body assignment or completely new assignment?	AB	Cont New	
If adapted, have changes been made within the allowed task setting controls that are set out by the CAB?	Yes	No	
If completely new , does the assignment brief:			
• have an applied purpose related to work in the sector/line of learning?	Yes	No	
• provide opportunities for all assessment criteria for the unit to be met?	Yes	No	
• have tasks clearly related to the assessment criteria for the unit?	Yes	No	
• have tasks that together provide a holistic assessment activity?	Yes	No	
• make clear the evidence that needs to be submitted on completion of the assignment?	Yes	No	
• have activities likely to generate sufficient evidence to meet the assessment criteria?	Yes	No	
Are the opportunities for personal, learning and thinking skills (PLTS) assessment clearly indicated, as given in the assessment criteria?	Yes	No	
Are the opportunities for functional skills assessment clear and appropriate?	Yes	No	
Task taking			
Has the assignment brief incorporated CAB controls for task taking?	Yes	No	
Are the controls for task taking required by the CAB clearly outlined to learners in terms of:			
• time?	Yes	No	
• access to resources?	Yes	No	
• group work?	Yes	No	

• level of supervision?	Yes	No	
• feedback and redrafting?	Yes	No	
Task marking			
Is it clear to learners how their evidence will be marked?	Yes	No	
Is the assignment brief 'fit for purpose'?	Yes	No	
Name		Date	
Action required			
Action taken			
The assignment is now fit for purpose.			
Name and signature		Date	

Controlled assessment policies

To support the implementation of controlled assessment, appropriate policies will be needed that can be applied across all partner centres in a consortium. This can be done in two ways. Either all the centres in the consortium work together to develop and agree new policies for Diploma principal learning, or it may be possible to adapt, share and harmonise existing policies to suit the requirements for principal learning. From 2009 GCSEs also include controlled assessment, which is broadly equivalent to Diploma principal learning controlled assessment, though the detailed requirements vary by subject and may be different at times from those required for principal learning.

Policies on controlled assessment need, as a minimum, to take account of:

- expectations on both formative and summative assessment practice for the Diploma(s) offered
- the requirements for controlled assessment for the Diploma(s) set by the CAB.

Guidance on developing policy can be found on page 25 and case studies of approaches to policy development on pages 16 and 26.

Case study: approach to assessment policy development

One consortium is taking a gradual approach to developing assessment policies, to take account of controlled assessment.

One centre has adapted an existing assessment policy to suit Diploma principal learning. The policy reflects a 'learner entitlement' approach and the centre is working with partner centres to develop a streamlined cross-consortium policy approach. The policy recognises that some learners will attend centres other than their own in the consortium and will need some clarifying guidelines to know which rules apply where. Policies will be kept under review to determine how effectively they are working and whether more commonality is required.

This centre eased the task of policy development by using material authored elsewhere, such as the CAB's malpractice definition.

In a section on attendance and punctuality, the policy advises that home centre procedures will be applied to those learners who struggle to attend the required percentage of lessons (90 per cent) each term.

In another section on information and communication technology (ICT) provision, the policy states that the centre has an extensive library of journals and performing arts books that learners are welcome to use. Further materials and books can also be found in the learning resource centre.

In a section on malpractice it reminds learners that malpractice, such as plagiarism, cheating, collusion, impersonation or behaviour that would undermine the integrity of an assessment will be considered by the centre as an extremely serious act.

Quality assuring controlled assessment

To deliver Diploma assessment successfully across a consortium, there must be rigorous quality assurance processes in place and identified staff to take responsibility for implementing and monitoring their effectiveness. The Qualifications and Curriculum Authority (QCA) has produced two publications that analyse these issues and responsibilities, based on two key roles referred to as 'lead assessor' and 'domain assessor'. The former should take overall responsibility for quality assurance across all partner centres and lines of learning, and the latter should take responsibility for quality assurance in each line of learning.

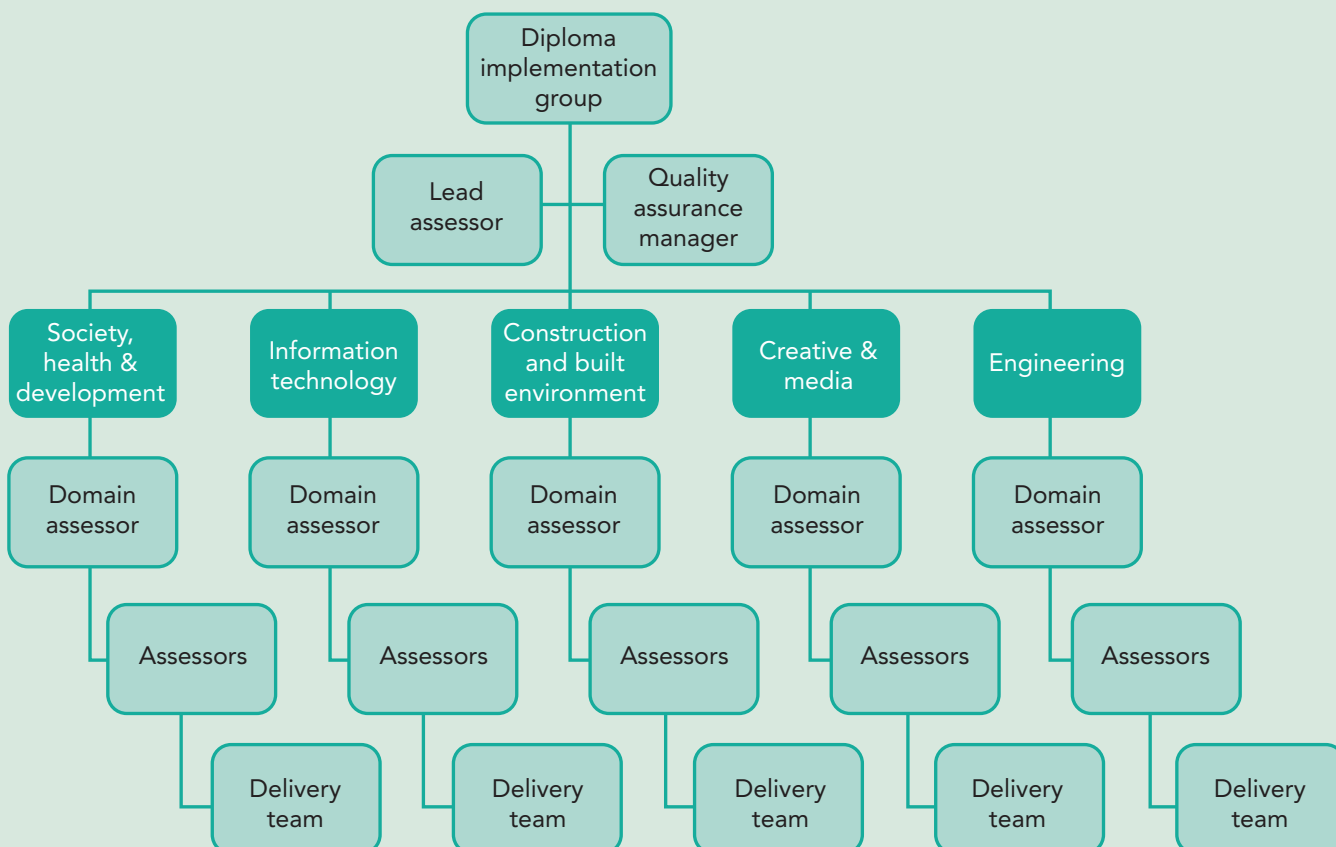
More information can be found about the lead and domain assessor roles in the following publications, which can be downloaded from the QCA website at www.qca.org.uk:

- *Delivering the Diploma: A guide to managing internal assessment* (QCA/08/3656)
- *Delivering the Diploma: A training guide for lead and domain assessors* (QCA/08/3900)

A staff development activity that suggests some key questions to help establish roles and responsibilities for quality assurance has been included in the staff development toolkit (see page 29).

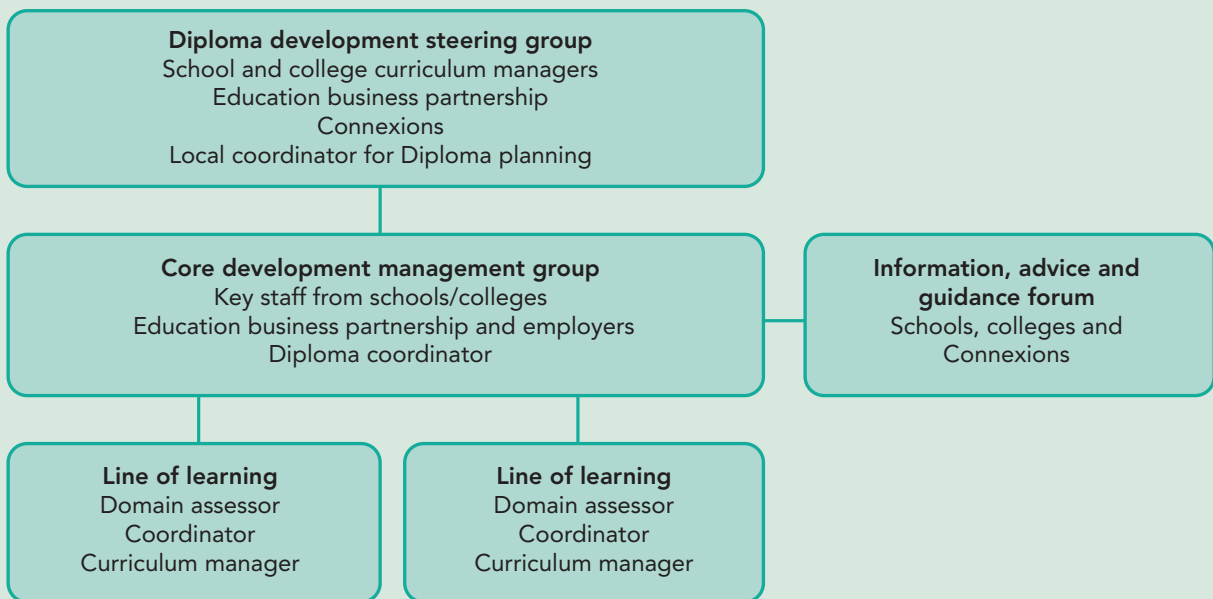
Case study diagram 1 – quality assurance roles across five lines of learning

This consortium developed the following draft structure to ensure quality across partner centres. The aim is to have each of the domain assessors in post shortly, then to have a single lead assessor taking responsibility across the initial five lines of learning. This model will be kept under review as more lines of learning come on stream, as the 'lead' role may not be manageable for a single individual.



Case study diagram 2 – quality assurance roles across two lines of learning

This consortium developed the following structure to support the development and delivery of two lines of learning in 2009. It features clear roles and responsibilities for each line of learning but, as yet, no overall lead assessor.





Staff development toolkit

Planning controlled assessment

The following pages are set out as checklists that can be photocopied and used in development sessions for staff, to enable them to prepare for internally assessed controlled assessment. The checklists are designed for use with the internal sample assessment materials and any other sources of information that the CAB has provided on controls. It is recommended that staff answer the questions to make sure that they understand what is expected in terms of administering controlled assessment within the consortium for their line of learning.

Different CABs have presented the information on controls in different ways and in different documents. Some, for example, have supplied information on controls in the principal learning qualification specification, some in the unit specification and others in a separate guidance document. It may be possible for a CAB representative to be present during development sessions to give specific guidance that relates to the CAB policies. Reference should also be made to the QCA guidance documents on delivering the Diploma and to the Joint Council for Qualifications (www.jcq.org.uk) instructions on controlled assessment, relevant to the Diploma.

A suitable form of delivery may be as four sessions, each lasting one hour, which focus on one or more of the internal sample assessment materials provided by the CAB. Facilitators should stimulate a discussion around each form of control and use the questions on the following checklists as a means of developing staff understanding of the implications and requirements for the delivery of controlled assessment. The blank spaces can be used for noting any required actions. Such actions may range from creating specific policies in the consortium to promote consistency and quality assurance, identifying specific staff to undertake particular roles, or to making contact with a specific CAB for further information and guidance.

Controlled assessment planning checklist 1:

Task setting controls

Controls for task setting	
<input type="checkbox"/> Has the CAB: <ul style="list-style-type: none"> • set an assignment that must be delivered as it stands? (high control) • set an assignment that may be adapted to suit local circumstances and opportunities in line with given parameters? (medium control) • provided an outline of tasks and evidence, which provide a starting point for the centre to design their own assignment? (limited control) 	
<input type="checkbox"/> Are the controls for task setting the same for all units, levels and lines of learning? If not, how do they vary?	
Information about task setting	
<input type="checkbox"/> What is the applied purpose for the assignment (for example how is it sector relevant or work-related)?	
<input type="checkbox"/> Have all learning outcomes and assessment criteria been accurately targeted?	
<input type="checkbox"/> How could the assignment fit in with the learning programme (at the end of unit or sequenced at key stages of the learning programme)?	
<input type="checkbox"/> How does, or could, the assignment link with any other assignments (for example through a shared context or employer link)?	
<input type="checkbox"/> What sorts of tasks must learners undertake?	
<input type="checkbox"/> What types of evidence do learners need to produce for assessment?	
<input type="checkbox"/> Is the assignment written so that learners can understand it, and is it appropriate for the level?	
<input type="checkbox"/> Will any supporting materials need to be provided for learners?	
<input type="checkbox"/> Which personal learning and thinking skills (PLTS) are targeted?	
<input type="checkbox"/> If you plan to adapt the sample assessment materials or develop your own assignment, how will it be validated and quality assured (for example by someone with responsibility for the line of learning, sometimes called a domain assessor, or for quality assurance across Diploma lines, sometimes called a lead assessor)?	

Controlled assessment planning checklist 2:
Time, resource and collaboration controls

Controls for time, resources and collaboration	
<input type="checkbox"/> Has the CAB: <ul style="list-style-type: none"> • set detailed requirements about task taking conditions that must be followed exactly? (high control) • set parameters for taking conditions, on time, resources, collaboration and supervision that must be followed, while allowing some variation to suit the situation in the centre? (medium control) • provided an outline of time, resources and collaboration as a starting point for the consortium to determine what is most suitable? (limited control) 	
<input type="checkbox"/> Are the controls for task taking the same for all units, levels and lines of learning? If not, how do they vary?	
Reviewing and planning for time, resource and collaboration controls	
<input type="checkbox"/> What time constraints or word limits apply?	
<input type="checkbox"/> What resources will learners need to use and will there be any constraints?	
<input type="checkbox"/> Will employers need to be involved? If so, how will they contribute?	
<input type="checkbox"/> Is group work involved? If so, how can it be managed so that each individual's attainment can be assessed?	
<input type="checkbox"/> Does the centre need a policy about task taking conditions that would apply to one or all Diploma lines of learning?	

Controlled assessment planning checklist 3:
Supervision and guidance controls

Controls for supervision and guidance	
<input type="checkbox"/> Has the CAB: <ul style="list-style-type: none"> • set strict rules about supervision and guidance that must be followed exactly? (high control) • set parameters for supervision and guidance that must be followed, while allowing for some variation to suit the needs of learners? (medium control) • provided guidance on supervision and guidance as a starting point for the centre to determine what is most suitable? (limited control) 	
<input type="checkbox"/> Are the controls for supervision and guidance the same for all units, levels and lines of learning? If not, how do they vary?	
Reviewing and planning for supervision and guidance controls	
<input type="checkbox"/> Where will the assignment be taken (for example onsite classroom, offsite workplace)?	
<input type="checkbox"/> Who will supervise learners during the assignment and how (for example a tutor, employers, another responsible person)?	
<input type="checkbox"/> Do different tasks in the assignment need to be supervised differently (for example research, writing up, team planning, performing a role or producing an artefact)?	
<input type="checkbox"/> What are the limits on the support and guidance that tutors may give during the assignment?	
<input type="checkbox"/> What documents are needed, who needs to fill them in and when?	
<input type="checkbox"/> Will learners have any opportunities for redrafting/redoing work before it is marked?	
<input type="checkbox"/> When will learners' work be reviewed (for example at key points during the assignment or near the end)?	
<input type="checkbox"/> What feedback can learners be given during the assignment (for example feedback on its purpose and focus)?	
<input type="checkbox"/> What records of supervision and feedback need to be kept?	
<input type="checkbox"/> Does the centre need a policy about supervision and feedback that would apply to one or all Diploma lines of learning?	

Controlled assessment planning checklist 4:
Marking, internal standardisation and external moderation

Reviewing and planning for marking, internal standardisation and external moderation	
<input type="checkbox"/> What process will be used for marking work?	
<input type="checkbox"/> Who will mark the work – the tutor or someone else?	
<input type="checkbox"/> What guidance is available about how to interpret mark band descriptions and allocate marks?	
<input type="checkbox"/> What reference materials are available to support the interpretation of evidence and awarding of marks, if any?	
<input type="checkbox"/> What records need to be kept of marks (for example a CAB-issued or centre-devised mark sheet)?	
<input type="checkbox"/> What records need to be kept of the internal standardisation process (for example different assessors' marks, agreed marks, minutes of discussion, actions taken, archived work)?	
<input type="checkbox"/> What external moderation process does the CAB offer?	
<input type="checkbox"/> What information does the CAB require before the external moderation?	
<input type="checkbox"/> What records must the centre submit for external moderation and when?	
<input type="checkbox"/> What information will the CAB return following the external moderation and when?	





Developing controlled assessment policies

To maintain consistency across all centres in a consortium, common policies need to be created so that all partners are interpreting and applying the controls consistently. This may be done in a number of ways; policies can be written by individuals and validated through consultation with other staff, or groups of nominated representatives can reach a consensus view.

It is likely that policy development will need to consider:

- task setting (for example task development, review and validation) to ensure that the assessment briefs are fit for purpose and that the required levels of control are applied as specified by the CAB
- employer contributions to assessment (for example visits, work experience, employers contributing to creating or supporting assessment briefs, acting as clients or giving feedback to learners) to ensure that assessment has an appropriate applied purpose in line with any parameters specified by the CAB
- learner entitlement (for example timetables, learning support, access and special considerations) to ensure that all learners are adequately prepared for and can access controlled assessment
- learner responsibility (for example assessment deadlines, attendance and punctuality) to ensure that learners are clear about their responsibilities in producing and submitting evidence for controlled assessment
- task taking conditions for controlled assessment covering resources (for example ICT provision, equipment), time allowed for generating evidence for assessment, collaboration and supervision (for example direct supervision, guidance and support, feedback) to ensure that the required level of controls are applied to the administration of controlled assessments as specified by the CAB
- marking and internal standardisation of assessments to ensure that all staff involved are taking consistent assessment decisions in marking learners' work
- safe storage of assessed learners' work to ensure that evidence is available for external moderation and appeals as specified by the CAB
- exam administration.

It must be recognised that this is not a definitive list and each consortium will adopt its own approach. What is important is that steps must be taken to develop such policies as this will ensure a common approach with the intention of safeguarding the learner experience and providing fair, rigorous, reliable and consistent assessment.

Case study – centre controlled assessment policy development

The following comments come from the centre that developed the policy below.

To prepare the policy we looked at examples of assessment policies for consortia, the relevant CAB information and our centre marking policy on assessment for learning. We currently have an induction handbook for students – this includes information about referencing and plagiarism but we now feel it should be expanded to include further exemplification. One thing we have decided is that whatever we produce we will present at our next consortium meeting to be agreed as a model for us all. We need to be consistent across the consortium – at the moment we don't do much cross-teaching but when specialist units are being taught we envisage that this will have to change.

Draft controlled assessment policy

Forms of assessment

All centre/consortium staff involved in principal learning delivery must make appropriate use of the following types of assessment.

- Formative assessment or assessment for learning – this should be carried out on an ongoing basis during the learning programme, with the purpose of giving feedback to help learners progress.
- Summative assessment or assessment for learning – this should form the basis for awarding final marks for each internally assessed unit. This may be staged at key points during the learning process for a unit or take place at the end of a unit.

Level of control

The CAB has specified that assessments must be conducted under 'medium' controlled conditions.

With regards to task setting, the centre/consortium will:

- contextualise the assignments set by the CAB to suit local opportunities and circumstances, ensuring that the tasks within them offer learners the opportunity to fully meet learning outcomes
- internally review each assignment in advance as part of the standardisation process – this will be conducted by the domain assessor for the relevant line, and the lead assessor will monitor a sample of assignments
- document the assignment review process and make the evidence of the review available to the external moderator.

With regards to task taking, the centre/consortium will work within the parameters for time and resources set by the CAB for each unit. The centre/consortium will also work within the parameters for group work set by the CAB for each unit. Where group work is permitted, assignment tasks must be written to allow each group member to fully meet the requirements of the assessment criteria. Poor performance by other group members should not be allowed to reduce a learner's assessment opportunity. In such cases the assessor should intervene by providing suitable alternative activities. Group tasks should not rely on the performance of individual members of the group to allow other group members to meet all the assessment criteria. Each learner must be assessed on their individual contribution to the achievement of the group.

The centre/consortium, with regards to task taking, will also work within the CAB's parameters for supervising and providing learners with guidance during the assessment. Where direct supervision is required, then an appropriate person must be available to supervise learners during assessment activities. All learners must confirm that any work they submit for assessment is their own. Once the assignment has been completed the assessor may interview or test the learner on their understanding of the information and/or the resources that they have identified and used.

It will also follow the CAB guidelines on reviewing, redrafting and resubmission of evidence. Once a task has been attempted and accepted by the assessor for marking, the learner cannot make any further additions or amendments to the work. Where a future task or assignment builds on the work undertaken in an earlier task or assignment, the first task or assignment can be returned to the learner at the point it is needed. Where possible, it should be marked before it is returned and must be collected back in again when it is no longer needed for the second assignment, and stored in a secure place. There may be occasions when a learner needs to retake a task or assignment. This is acceptable, but the assignment will be set in a different context so that the learner is not repeating exactly the same tasks, which they have had the chance to practise beforehand.

With regards to task marking, the centre/consortium will:

- mark work using the marking descriptions provided in the unit specification and any guidance on interpretation provided by the CAB
- internally standardise assessments in line with the CAB's requirements before external moderation (usually in January or February)
- prepare work for external moderation in line with the requirements set by the CAB (usually February to April).

Learner guidance

As part of the induction process at the course onset, learners should be issued with a handbook, which includes the 'Guidance for learners and appeals/Grievance procedure'. During induction all learners should be advised about authentication of evidence produced and plagiarism.

At the start of each assignment, learners will often be required to plan out their programme of work. The tutors should agree these plans and, where appropriate, agree milestones where they can monitor learners' responses. Appropriate help by tutors is encouraged, within the parameters set by the CAB, to ensure learners have every opportunity of success. However, if the planning process forms part of the assessment criteria, care must be taken to ensure that the plan remains the learner's own work.

To ensure that learners are clear about what is involved and the expectations that they need to meet during each controlled assessment, assignment briefs must be given to the learners.

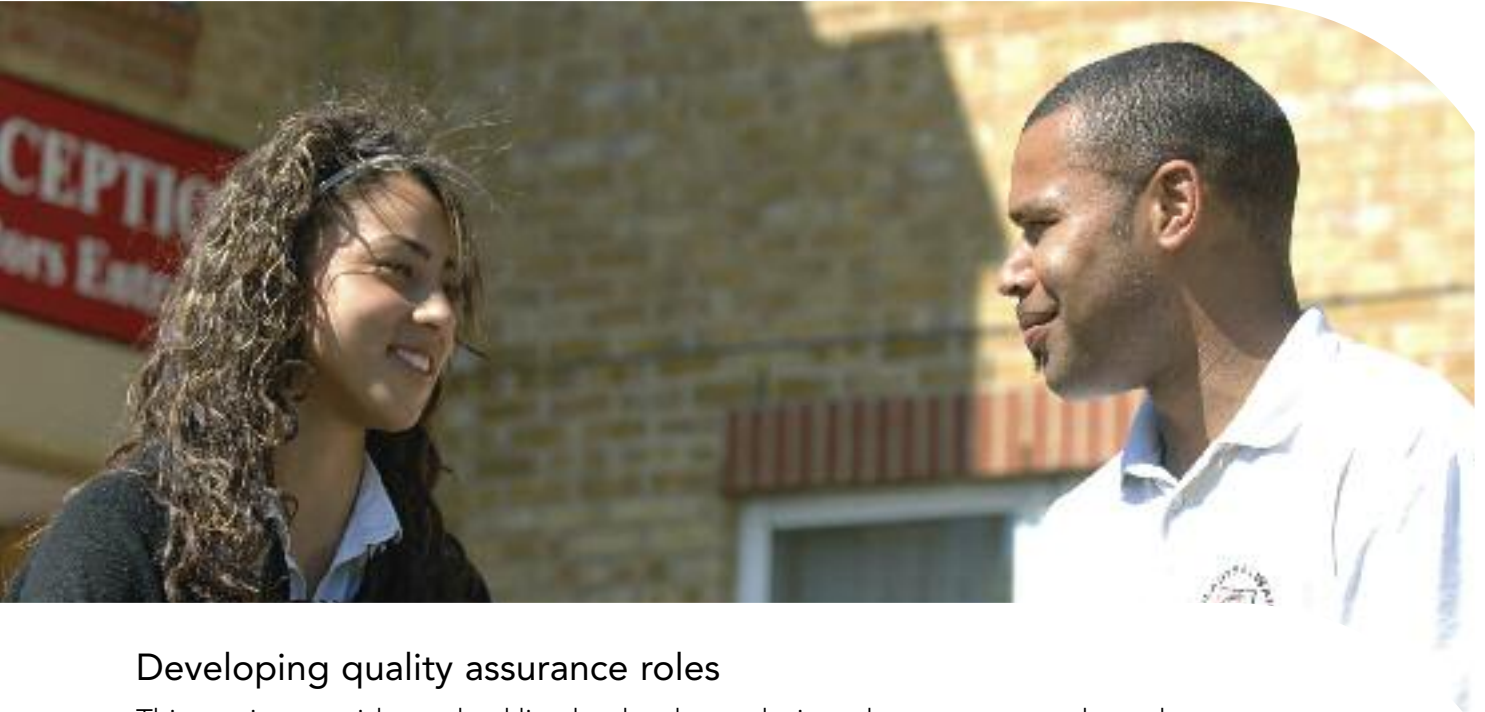
In relation to task setting, assignment briefs must include the tasks or activities that learners must carry out and the evidence they must produce.

In relation to task taking, assignment briefs must include:

- what, if any, work learners can do outside the direct supervision of the tutor
- a reminder of the rules on plagiarism and the acknowledgement of sources
- what limitations may apply about the use of resources
- when they may work collaboratively and what evidence they must produce on their own
- what guidance and support learners can expect from their tutor
- what support they may be allowed from others (for example employers, parents/carers)
- what feedback they will get during, or at the end of, the assessment
- whether they can redraft or redo their work
- the deadlines they must meet for submitting their work for final marking.

In relation to task marking, assignment briefs must include the mark band descriptions that will be used to determine what mark learners are awarded.

There may be learners who will require reasonable adjustments, special consideration or support requirements to access the assessment, in which case the consortium will ensure that this is taken into account following the CAB's guidance.



Developing quality assurance roles

This section provides a checklist that has been designed to encourage, through discussion, appropriate roles for delivering a high standard of quality assurance in the Diploma.

An essential activity in delivering the Diploma in a consortium is the maintenance of quality assurance across partner centres. This is particularly the case with the Diploma as the majority of the assessment activity is internal (locally set and marked, depending on CAB requirements) rather than externally set and marked. It is important that each consortium and its partner centres adopt robust policies to ensure consistency and fairness in assessment practice.

Considering the importance of quality assurance roles and processes, it is anticipated that members of the senior management of the consortium and partner centres will need to be involved in answering the questions in the checklist on the following page.

This checklist should be read in conjunction with the following publications from the QCA:

- *Delivering the Diploma: a guide to managing internal assessment* (QCA/08/3656)
- *Delivering the Diploma: a training guide for lead and domain assessors* (QCA/08/3900)

It is likely that particular CABs will, through their centre support programmes and websites, provide additional information on managing quality assurance. At least one CAB is already providing an online tutorial on the roles of lead and domain assessors.

Checklist for agreeing quality assurance responsibilities for internal assessment

Overall responsibility across lines of learning	
<input type="checkbox"/> What is expected of the lead assessor?	
<input type="checkbox"/> Will the responsibilities be undertaken by a single individual or be split?	
<input type="checkbox"/> If single, what job title will be given to the lead assessor role?	
<input type="checkbox"/> How will the consortium lead assessor role relate to existing related quality assurance roles in each centre (for example, the deputy principal responsible for curriculum and quality)?	
Responsibility within each line of learning	
<input type="checkbox"/> What is expected of the domain assessor?	
<input type="checkbox"/> What job title will be given to the domain assessor role?	
<input type="checkbox"/> How will the consortium domain assessor role relate to existing related quality assurance roles in each centre (for example the head of department for creative arts and media)?	
General points	
<input type="checkbox"/> Is a specific job description needed or are the roles covered by existing job requirements?	
<input type="checkbox"/> How will the lead and domain assessor roles be appointed?	
<input type="checkbox"/> What working methods or activities will be needed to ensure that those taking the lead and domain assessor roles collaborate effectively?	
<input type="checkbox"/> What overarching policies, processes, activities and documentation will be needed to implement quality assurance across the different centres and lines of learning?	
<input type="checkbox"/> How will the purposes of the roles and policies be communicated across the partner centres in the consortium and in each centre?	
<input type="checkbox"/> What will be done to ensure that the quality assurance arrangements will be monitored and evaluated?	
<input type="checkbox"/> What additional resources, if any, will be required to deliver these roles and policies?	

Internal standardisation and marking

Effective, fair and valid marking depends on the consistent interpretation of marking requirements. To achieve this, CABs will advise on the requirements for standardisation of principal learning qualifications, in line with the JCQ instructions for controlled assessment relevant to the Diploma.

Internal standardisation training approach

The following training approach is recommended as a way of helping to ensure that all those involved in the marking process share a common interpretation and application of the marking requirements to support good practice. Each consortium should set aside time for staff development to address these guidelines and practice the skills they promote. This will ensure fair marking and accurate internal standardisation across all staff involved with assessment of the line of learning in the consortium.

The person leading this process should be the one identified as the 'specified authority' for the line of learning or the domain assessor.

For each line of learning and level, use one or more completed assignments, depending upon the size of the staff development group (for example one assignment for every group of six). If no completed line of learning assignments exist, choose suitable equivalent material (equivalent to the expected level of performance of the Diploma learners). Note that a completed assignment must include actual learner response material.

The process should start with a review of any exemplar materials provided by the relevant CAB. Depending on the amount of time available, each group will then mark a specified amount of the learner material in line with the existing unit marking requirements. All markers must mark the same set of learner materials, which should cover learners at different levels of performance. Three or four sets of learner material should suffice.

Once the learner materials are marked, the group will compare outcomes and identify areas of agreement and difference. The leader of the session must then comment on the differences and identify where markers are misinterpreting the marking requirements or learner performance.

There should then be an opportunity for all staff to reflect on the effectiveness of the assessment process and the usefulness and clarity of the marking requirements.

Marking training approach

To carry out the marking process, each individual member of each group marks their own allocation of learners' work, applying the common understanding of the marking requirements that were agreed in the standardisation approach.

Once each marker's allocation is completed, the person leading this process will sample each marker's work to ensure the common standard has been applied. A risk-based approach to this activity is recommended, with more samples being reviewed by those markers who are less experienced or who found it difficult to agree with the findings of the joint activity.



Exemplar materials

The following examples show how controlled assessment can be implemented and are designed for teachers, tutors and assessors responsible for administering and quality assuring controlled assessment.

Example of a controlled assessment devised in a consortium

This example illustrates a controlled assessment devised in a consortium delivering the Edexcel Advanced Diploma in creative and media for principal learning unit 4 'Commission', which is based on a live client – The Aiden Cox Foundation.

The controls set by Edexcel for task setting and task taking are limited for time, resources and collaboration, but medium for supervision. This means that the consortium designs the assignment and determines the task taking controls, except those for supervision, following the guidelines provided by Edexcel. The controls devised by the consortium are presented alongside the learner brief.

Assignment title: Commission

Learner brief

You have been commissioned by The Aiden Cox Foundation to devise and manage an awareness raising campaign to promote an event.

The foundation was established because Aiden has Cerebral Palsy and his parents refused to accept that his condition could only be managed and not improved. They sought help from Advance, a national charity that has developed a therapy of restorative treatment for brain injury. Advance provides holistic therapies currently unavailable through the NHS to a large client base, who are mainly children with brain injuries such as Cerebral Palsy.

The outcomes of the event should be:

- increased awareness of the potential implications to lifestyle of those dealing with a brain injury
- positive role models for children with brain injuries
- negative stereotypes challenged
- awareness of alternative therapies not available through the NHS, such as those that Advance offers
- feedback from the audience.

The main focus of the event is to increase awareness rather than raising funds. You will need to provide a budget for the event and this can be done via sponsorship or fundraising. Any money made will be donated to Advance.

Controls

External client involvement

The client is a live client. A member from the organisation will give a 30 minute presentation about the organisation and the requirements of the commission. This will include details of who the target market is. There will be a Q&A session at the end of this presentation.

Three learner group critiques will be held, which the client will attend. After each session the main points of the feedback must be summarised by the group and confirmed with the tutor.

Each learner group may contact the client via email on three other occasions about the commission. The tutor must be copied into all correspondence. The client is not permitted to advise on what to do – they are there to be consulted on the brief and proposed ideas.

At the end of the project the client will be asked to complete a written evaluation form linked to the assessment criteria for the unit. They will also be asked to highlight individuals in the groups who have shown the most and least commitment and skills application.

Time

In accordance with the Edexcel guidance, 80 guided learning hours are allowed for activities that generate evidence for assessment.

Throughout the project you will have a range of professionals to assist you: a representative from the charity, event management specialists, graphic designers and medical professionals. As the project progresses you may identify the need for input from other specialist areas.

This is a group project. You will work in groups of three or four, which will be allocated by your tutor. It is essential that you allocate roles and responsibilities within your group that highlight and exploit the group's strengths as early as possible.

You are expected to provide ongoing progress reports and developmental ideas to the client to meet set deadlines. You must act on feedback given and evaluate the project's progress.

During the project you will engage with a variety of creative and media disciplines. However, the focus will be on graphic design, interactive media, and radio and audio. You may use this project to gather evidence for one or two of these disciplines.

Evidence requirements

- a progress log that contains notes, ideas, reflections and reasons for your decisions
- minutes of team meetings
- notes on feedback/observations from the client, tutors and industry professionals working on the project with you
- final work.

Group work

In the event of poor performance by a group member a tutor may intervene.

Supervision and use of resources

In order to ensure the authenticity of evidence:

- groups may select the methods they wish to use for research
- research ideas for fulfilling the brief must be discussed with the tutor
- research will be permitted offsite but records must be monitored by the assessor throughout the process.

A supervised group visit will be arranged to The Aiden Cox Foundation.

Edexcel specifies that learners may use employer software (for example on work experience) but must notify the assessor, who will agree a responsible person to supervise evidence production. The assessor will discuss all evidence with the appointed supervisor. In accordance with Edexcel requirements the responsible person is defined as someone with a supervisory role within the workplace (or equivalent) and who has the required skills. This person cannot be a family member.

Final work for assessment cannot be produced in the learner's home environment without direct supervision.

Example of a controlled assessment based on a CAB sample assessment

This example illustrates how a staff team in a consortium delivering the Edexcel Higher Diploma in society, health and development plan to administer a sample controlled assessment brief provided by Edexcel for level 2 unit 3 'Safeguarding and protecting individuals'.

The controls set by Edexcel for task setting and task taking are limited for time, resources and collaboration, but medium for supervision. This means that the consortium designs the assignment and determines the task taking controls, except those for supervision, following the guidelines provided by Edexcel. A commentary about how the staff team contextualised the sample assignment and interpreted the controls for task taking specified by Edexcel is presented alongside the assignment brief.

Assignment title: Safeguarding and protecting

Purpose

The purpose of this assignment is for you to produce a risk assessment to safeguard and protect the individuals in scenarios in each of the care settings.

Scenarios

- Bella is 15, pregnant and worried that she could be infected with a sexually transmitted disease. She is planning to do her work experience in a nursery.
- Boris, living in a residential home for the elderly, has recently gone into hospital for a hip operation and is worried about MRSA.
- Danny is in a Young Offenders' Institution (YOI) where there is a TB scare. He will be released shortly into foster care.
- Eva came home from nursery today, talking about one of her friends who was not well with food poisoning. Her mother wants to take Eva to the doctors.

Part 1: Legislation (learning outcomes 1 and 2)

While on work experience, you should use primary research to investigate the legislation, regulations and codes of practice and their importance in governing health, safety and security of one of the individuals mentioned in the scenario above.

Your work experience placement will relate to the scenario as follows:

School – Bella

Care home – Boris

Youth work – Danny

Nursery – Eva

Task a: Before your work experience, plan three ways in which you will use primary research for this task. This will be completed in class time.

During your work experience, you should complete the research you planned.

Following your work experience, you will be required to complete the following tasks under controlled conditions.

You will have one hour to complete tasks b and c. You will only be able to use your research related to legislation, regulations and codes of practice.

Task b: Having completed your research when on work experience, describe two of the pieces of legislation that would protect your client in your work experience setting.

Commentary on controls from staff team

Task setting: scenarios

Although not specified, we felt that providing a purpose would give meaning to the assignment and draw the learning together. We also felt that we could still split up the tasks but all work towards this one end. We felt that some of the CAB scenarios were vague and we wanted to relate ours more clearly to the learners' work experience. We decided to take out the generic comments and add two more scenarios (to reflect the four sectors as well as potential work experience placements). We also wanted to ensure that each scenario had two settings; one related directly to work experience and so for primary research, and the other for secondary research.

Task setting: part 1

We actually got the learners to plan three ways to research through a discussion and found this worked well for the task where they have to explain the method used.

We decided to ask for four examples of legislation overall, to enable us to take the best three for assessment. It also gave equal weighting to primary and secondary research. We also felt that by selecting legislation relating to their scenario, it would help in extending the learning that had already been done around the role of legislation, regulations and codes of practice for the later part of the task.

Task taking: part 1

Time

We decided to split the task so that the work experience element was more clearly expressed. We felt that it was unrealistic that secondary research was undertaken on work experience as it would detract from their experience of real work.

The sample assignment had four hours allocated to part 1. As we had divided the task into two elements, we also divided the time. We felt that less time would be needed for this part of the task.

In addition, the sample assignment indicated that the time element was for the production of the report rather than research.

Task c: Select the method of primary research you used that you think was most helpful and explain its use.

When you have completed your notes, you should store them on a memory stick as you will need these to prepare your risk assessment report.

You will now be able to prepare for tasks d to f of part 1 by undertaking secondary research. You should plan to use three methods of secondary research to find out about legislation, regulations and codes in practice for the second setting in your scenario. You will be given class time to complete this research. You can also use your own time, but you must discuss your findings with your tutor to confirm it is your research.

When the research is complete, you will be required to complete the next part of the task under controlled conditions.

You will have two hours to complete tasks d to f.

You will only be able to use the information you have acquired through your secondary research.

Task d: Describe one piece of legislation (different to those given in task b) that would protect the client in the scenario.

Task e: Select the method of secondary research you used that you think was most helpful and explain its use.

Task f: Explain the role of legislation, regulations and codes of practice in governing health, safety and security to protect the individuals in your scenarios.

When you have completed all tasks, you should hand in your work. It will be marked within ten working days and returned to you with feedback. You will have one opportunity to improve your work, if required, at a date to be agreed.

Part 2: Protection and safeguards (learning outcomes 3, 4, 5, 6 and 7)

You will need to carry out further research when on your work experience. You will also need to conduct some further research for your second setting. This will be so that you can present your risk assessment to your peers and your tutor.

Although learning on legislation had already taken place, this was an opportunity to extend their knowledge and give focus so that their descriptions were more detailed.

Supervision and guidance

It was unfair to penalise learners who wanted to undertake additional research but we needed to ensure they were working from research and not using prepared materials.

Review and redrafting

One hour of the time given in the sample assignment has been withheld to enable a resubmission opportunity within the time available.

It was clear that we needed to discuss the potential for interim review of work and feedback and also to incorporate this into an assessment policy. As a result, we have agreed that learners will have one opportunity for feedback. Although it is in the policy distributed to learners, we decided to emphasise this in the assignment brief.

Task setting: part 2

As this task relates to their work experience and the scenario, we thought of putting everything related to work experience together, but as the awarding body sample had separated this part of the assignment, we didn't feel we could make such a significant change.

Task taking: part 2

Supervision and guidance

The requirement to hand in the memory stick was added to confirm authenticity.

Produce a plan so that you can research:

- policies and procedures that help maintain a safe environment and safe working conditions
- what workers at your work experience placement should do to ensure their own safety and the safety of others
- a range of emergencies and the appropriate responses to them
- the main causes of infection, the ways in which they are transmitted and the importance of standard precautions in infection prevention and control
- the importance of establishing and maintaining a trusting relationship with individuals and how to recognise the signs that an individual may be at risk of harm or abuse
- possible hazards in the facility in which you are working.

After your work experience, you will have time to prepare your presentation materials under the controlled conditions below.

- You will use only the research obtained when on work experience.
- You will have two separate lessons to complete your preparation.
- After each lesson, you must hand in your memory stick of the materials developed.

You will then complete a risk assessment for your work experience organisation together with an explanation of the role of risk assessment across the sectors. Your risk assessment must include a persuasive case for action. This must be completed under the controlled conditions below.

- You will complete the risk assessment and explanation of the role in 30 minutes.
- You will use only the research obtained when on work experience for your first setting so your research notes will be signed by your work experience supervisor.
- You must hand in your memory stick of the evidence completed.

You will be given a time when you must give your presentation. You will have a maximum of 30 minutes and you can use any of the materials you produced to help you.

Example of a controlled assessment based on a CAB sample assessment

This example illustrates how a staff team in a consortium delivering the EDI Higher Diploma in hospitality plan to administer a sample controlled assessment brief provided by EDI for level 2 unit 2 'Effective customer service in hospitality'. The controlled assessment will be administered at the end of the learning programme for the unit.

The controls set by EDI for task setting and task taking are medium. This means that the consortium may contextualise the sample assessment materials and adapt the task taking controls, following the guidelines provided by EDI. A commentary about how the staff team contextualised the sample assignment and analysed the controls for task taking specified by EDI is presented alongside the assignment brief.

Assignment title: Customer service

Overview

Providing effective customer service is critical to running a successful hospitality establishment. People working in hospitality need to be able to work together to provide customer service in line with agreed standards and contribute to monitoring customer satisfaction.

The main purpose of this assignment is to enable you to demonstrate what you understand about customer service and your skills in working with others to provide customer service. To do this you need to produce a customer service log, using the following structure.

Part 1: Introduction to customer service

In this part of your customer service log you record the results of your investigations into two contrasting hospitality establishments.

The introduction section should include:

- a comparison of the different approaches to customer service in each establishment, including the following (assessment criteria 1.1 and 3.3):
 - differences with reasons
 - similarities with reasons
 - definitions of 'high standards' and 'effective customer service'

Commentary on controls from staff team

Task setting

The assignment provided by EDI looks as though it will work, as it can relate to any hospitality establishment(s). We hope to link it to work on other units (for example the team event planned for unit 4 'Working in a hospitality team' and providing customer service for unit 6 'Providing a hospitality service') but will need to analyse whether the controls for these units will make this feasible.

Task taking

Time

The unit specifies that learners will be given 15 hours to produce evidence for assessment. This needs to be broken down to give learners some deadlines for each part.

The investigation needs a deadline for completion and the write up should have a word limit or time limit.

Time spent on providing customer service could be linked to the time planned for unit 4 or 6.

The role in leading a team planning discussion for the event needs a time limit.

The review write up should have a word limit or time limit.

- the meaning of brand standards to each establishment with an explanation of the impact of brand standards in each case (assessment criteria 1.2).

Part 2: Providing customer service

In this part you record the customer service activities that you have undertaken.

At least two full sheets must be filled in so you have evidence that you have met all of the relevant assessment criteria. You must make sure that your evidence meets the requirements for:

- activities where you serve at least two internal customers by interpreting their needs to deliver customer service effectively (assessment criteria 2.1)
- activities where you serve at least two external customers by interpreting their needs to deliver customer service effectively (assessment criteria 2.1)
- at least two activities where you have resolved a simple complaint from a customer (assessment criteria 2.5)
- at least one activity where you have taken responsibility for an agreed customer service role in a team and one activity where you led a discussion and an activity (assessment criteria 2.2).

During these activities you must show that you adapted your behaviour and showed fairness and consideration to others in the team (assessment criteria 2.3 and 2.4) and demonstrate that you have completed at least two activities where you have had to alter the way you communicated to meet the needs of the situation (assessment criteria 2.6).

Remember to get the form signed by the person who is supervising you in each activity.

Part 3: Developing customer service standards

In this part you will review your own performance and the performance of your fellow team members during the customer service activities identified in part 2 of the assessment. You will recommend how customer service can be monitored and measured by industry.

Resources

Learners will have access to hospitality establishments (for example work experience, individual or group visits and opportunities to provide customer service in the centre or through work experience).

Group work

Each learner needs the opportunity to lead a group discussion.

Learners may be working together to provide customer service, but must write up an individual account of their activity.

Supervision

The first part, an investigation into the customer service at two different hospitality establishments, needs to be carried out by learners through offsite visits.

The write up of their results can be completed under supervision.

The second part, providing customer service, could be done under supervision by the teacher when linked to unit 4 or 6 but also during work experience, which would be supervised and signed off by the employer.

The entries to learners' logs must be signed off by a supervisor.

The third part, a review of customer service activities provided, can be completed under supervision.

To complete this part, firstly you need to identify three activities from your log form to review. One of the activities must be a team activity, one activity must include service to internal customers and one activity must include service to external customers.

For each of the three activities explain what went well and why you think this is. Also, explain what you think could have been done better and why. When reviewing the team activity you should review both your performance and the performance of other team members (assessment criteria 3.1).

In the light of your experience of investigating and delivering customer service, explain how the customer service could be monitored and measured. When suggesting this, you should refer to both positive and negative factors mentioned in part 1. Consider how the establishment can promote the positives, while minimising the effects of negatives (assessment criteria 3.2).

Example of a controlled assessment based on a CAB sample assessment

This example illustrates how a staff team in a consortium delivering the OCR Foundation Diploma in business administration and finance plans to administer a sample controlled assessment brief provided by OCR for level 1 unit 1 'Getting into business enterprise'.

OCR set limited task setting and task taking controls for time, resources and collaboration, but set medium controls for supervision and marking. This means that the consortium can design the assignment and needs to determine the task taking controls, except those for supervision, following the guidelines provided by OCR. A commentary about how the staff team contextualised the sample assignment and interpreted the controls for task taking specified by OCR is presented alongside the assignment brief. It also describes how the staff team plans to mark learners' work in line with the controls specified by OCR.

Assignment title: Business idea

Overview

In this assignment you will have the opportunity to develop your entrepreneurial skills by selecting, developing and implementing an idea for a business product or service.

Healthy eating using local produce is an important message that many businesses and organisations have been trying to promote recently and also benefits local businesses. Your Diploma consortium has been asked to collaborate with the local farmers' market to run a special promotion day. Your task is to come up with an innovative product or service that can be offered on the day.

Some possible ideas could include healthy meals, products to promote healthy eating messages (for example shopping bags, fridge magnets, t-shirts, tea towels), games to promote health, height and weight checks or fitness activities for school children.

You will carry out some of the tasks individually and some in teams.

Task 1: Come up with an idea (assessment criteria 1.1, 1.2, 1.3, 1.4)

You need to come up with ideas for the farmers' market promotion day. For this task you need to:

- generate ideas for different products and services for the promotion day of your business enterprise
- identify how these ideas for different products and services can benefit your business enterprise
- select a workable idea for a product or service that you can develop for the promotion day of your business enterprise.

Task 2: Develop an idea (assessment criteria 2.1, 2.2, 3.3)

Now that you have an idea you need to develop it. For this task you need to:

- work in teams to plan and carry out market research for your idea
- present the merits of your idea to potential investors.

Commentary on controls from teaching team

Task setting

We decided to change the context for the assignment to take advantage of links with local producers, manufacturers and health professionals. We thought that learners would be able to identify with some recent campaigns on the topic featured on recent TV programmes presented by celebrities.

The delivery of the unit will be spread out as a 'long, thin' unit across the programme, with the assessment tasks taking place at appropriate key stages.

We wanted the context for the assignment to be broad enough to allow us to link to the delivery of other units. Unit 4 'Teamwork and communication skills' engages critical skills needed to succeed in this team-based task. Unit 2 'Administration skills' will help learners to organise their market research and develop their products or services.

Both unit 5 'Customer-handling' and unit 6 'Personal selling' will be valuable when running their idea at the promotional day.

We also decided to change tasks 2 and 3 slightly so that the presentation to investors was linked to the research in task 2.

Task taking

Supervision

For task 1, we plan to encourage learners to explore media resources about healthy eating (for example TV programmes and podcasts) and products or services that have been developed in relation to other similar campaigns (for example cancer awareness or disadvantaged children). We also plan to encourage them to keep a list of sources used and notes about what they found out, so that teachers can question learners if necessary.

The farmers' market runs fortnightly so learners will be able to work offsite for task 2 to survey potential customers and stall holders about their ideas, though the survey instrument will be created under supervision in the classroom.

Task 3: Implement an idea (assessment criteria 3.1, 3.2)

Now that you have developed your idea you need to implement it. For this task you need to:

- work in teams to run your idea as an enterprise activity at the promotion day
- review your enterprise activity, identifying achievements and any changes that you would make to your idea in the future.

OCR requirements for controls

Supervision

Learners must be supervised for the majority of the assessment. Learners may wish to carry out research into different ideas for products or services, which can be used as part of a promotion day about healthy eating before starting this assignment. This can be undertaken outside the centre and without direct teacher/tutor supervision, provided that the research is authenticated by the teacher. For task 1 'Come up with an idea', learners may research viable products and services outside the centre and without direct teacher supervision and then use this information when generating their own ideas and selecting an idea under supervision. For task 2 'Develop an idea', learners may carry out their market research outside the centre and without direct teacher supervision.

The teacher must monitor the learners to authenticate the research and ensure they have the opportunity to achieve the assessment requirements of the unit.

Collaboration

It is expected that learners will work in teams to complete task 2 'Develop an idea' and task 3 'Implement an idea'. When learners are working in teams, teachers should consider:

- that all team members have an equal opportunity to show their skills, knowledge and understanding
- team composition, for example based on learners' preferred learning/reviewing styles
- the number of team members (this is less important than the management and structure of the team – small groups of three to six learners could comprise a team)
- breaking down the content into manageable chunks for delivery and summarising activities

Group work

We think the size limit of three to six to a group seems about right and the advice about roles and structures useful.

Guidance and feedback

We think that it will be important for all staff to be aware of the do's and don'ts for supporting learners during the assessment. It will be challenging to be clear about when learners are 'learning' and when they are 'generating evidence for assessment', as the assessment will be spread out over time. We think the consortium needs a policy about guidance and feedback for principal learning.

Time

We are a bit worried that the time for task 1 will not be enough to do the preliminary exploration of the context. So we plan to use the two hours proposed by OCR as follows:

- 30 minute discussion about the context where learners share the results of preliminary research and come up with early ideas
- 30 minute team discussion and selection of ideas
- 1 hour for each individual to write up the chosen idea and its benefits.

Resources

The organiser of and some participants in the local farmers' market have agreed to contribute by:

- answering email queries from learners at agreed intervals
- taking part in a panel of 'investors' for task 2.

Task marking

OCR requires all judgements to be based on individual evidence. Marks will be awarded based on the evidence and judged using the published marking descriptions. Learners will be given the relevant marking descriptions to accompany the assignment. This will be supported by oral clarification in an initial assessment briefing.

- monitoring the team as work progresses
- exemplifying structures for effective presentations and verbal communication
- providing opportunity for practice/rehearsal and giving structured feedback

Individual contributions to group work must be clearly identified, detailed, recorded and assessed to help moderation of this assignment. When using witness statements/observation records, these should be completed individually for each learner.

Guidance and feedback

Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail.

Learners are required to reach their own judgements and conclusions. However, teachers are able to provide feedback to learners, if sought, about how best to approach each of the tasks. Feedback, above all else, should focus on approach and techniques used to complete the tasks rather than specified content.

Time

For task 1 'Come up with an idea', it is recommended that learners spend approximately two hours generating ideas for different products and services and selecting one of the ideas for development. For task 2 'Develop an idea', it is recommended that learners spend approximately six to eight hours planning and carrying out market research. The remaining assessment time should be spent on task 3 'Implement an idea'.

Resources

Learners may use information from any relevant source to help them with producing evidence for the tasks. Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. For task 2 'Develop an idea' learners need to present the merits of their idea to potential investors. The resources for this include a panel of potential investors and should ideally consist of at least three people drawn from outside the school community – local business employers may be interested and could be invited into the centre to sit on the panel.

The consortium plans that the marking will be carried out by the delivery team of four people. A standardisation day will be held to discuss how marks will be awarded. Six pieces of learners' work will be selected and used to standardise the team on marking. The team will each mark the first piece of learner's work, share the proposed mark then discuss and agree the mark. This will be repeated for each of the remaining five samples. Should the team still disagree with marks, then further samples will be used.

Example of a controlled assessment based on a CAB sample assessment

This example illustrates how a staff team in a consortium delivering the AQA City & Guilds Foundation Diploma in engineering plans to administer a sample controlled assessment brief provided by AQA City & Guilds (C&G) for level 1 unit 7 'Engineering the future'. The controlled assessment will be administered at the end of the learning programme for the unit.

The controls set by AQA C&G for task setting and task taking were limited for resources, collaboration and supervision, but medium for time and marking. This means that the consortium can design the assignment and needs to determine the task taking controls, except those for time, following the guidelines provided by AQA C&G. A commentary about how the staff team contextualised the CAB sample assessment, rather than designing its own, and interpreted the controls for task taking and marking specified by AQA C&G is presented alongside the assignment brief.

Assignment title: Body armour

Scenario

Body armour is used to prevent or reduce injuries and was originally used by soldiers in battle. In recent times the development of new materials and manufacturing technologies has meant that it can be used by many more people, including policemen, motorcyclists and horse riders.

You have been approached by a TV company that is planning to make a new television series. The idea behind the show is that teams of contestants will compete against each other in a 'real-life' version of a combat video game. Each game will be run for four weeks, based on a remote island in the North Sea. For the combat, teams will be armed with high-power paintball guns.

To ensure that there are no serious injuries, the company has decided that the contestants will need to wear armour covering their whole body. Every contestant will have their own armour, tailored to their size and shape. Contestants will wear the armour for at least 12 hours a day, so it needs to be both strong and light. Any damaged armour will need to be repaired or replaced before the team can continue to the next activity and repairs must be done on the island, to avoid holding up filming.

Domain assessor comments

We decided to use the example assignment because it complemented the two assignments that we used for the teaching and learning on this unit (which focused on investigating medical tools and implants, and a local manufacturer's use of high temperature and cellular materials). The assignment will be run at the end of the learning programme for the unit, because we thought it would be easier to manage.

We wanted to make sure that learners would produce assessable evidence so we adapted some of the tasks so that they were more closely matched to the assessment criteria and marking grid for the unit. We left out how to make the armour, because it was not required by the assessment criteria.

Commentary on controls from staff team

Task taking

Time

We have planned the timing around the AQA C&G requirement for 15 hours in all, by allowing:

- eight hours for task 1
- five hours for task 2
- two hours for task 3.

The TV company has asked you to investigate what the armour could be made from and how it could be repaired. The island that the show is based on does not have an electricity supply. To provide power for the workshop that will manufacture and repair the armour, a diesel-powered generator could be used. However, the diesel would need to be flown in, making the generator very expensive to run and giving safety concerns during transport. As a result, the TV company have also asked you to work as part of a team to investigate the different energy sources that could be used to power the armour workshop.

You must complete the following tasks under controlled conditions.

Task 1: New materials research

Carry out research into the materials that could be used for the body armour and use this information to prepare a report for the TV company. The report should list a range of different materials that could be used. Some of the materials that you may want to consider include metals (such as steel, titanium, shape memory alloys, energy absorbent metal foams), structural composites (such as carbon fibre) and plastics (such as Kevlar).

The report should start with a short introduction for the TV company about the development of modern commercial body armour and should include a description of the technology of modern body armour and how it can be tested. (assessment criteria 1b).

For each material, the report should include:

- the main advantages and disadvantages, such as the weight of the armour, the strength, whether it would look good, the cost and how easy it is to repair or reuse (assessment criteria 1a)
- an explanation of how it could be recycled or disposed of at the end of its usable life (assessment criteria 2c and e)
- the sources where you found the information during your research (assessment criteria 1c).

Your report should finish with a recommendation, with reasons, for the most suitable material and manufacturing method.

Resources

We plan to have samples of a range of materials for learners to explore (sourced from local and national contacts). A key resource for task 1 will be access to the internet to find information about new materials. Task 3 will require all learners to use IT to produce slides for their presentation.

We have designed a table template for presenting the research on materials (task 1) and a chart for presenting the information on energy sources (task 2).

Collaboration

The learners will be split into groups of four or five for the whole assignment.

In task 1, they will meet regularly to share ideas about how to carry out the research and discuss the benefits and limits of different materials. But each individual will have to produce their own evidence of materials research in the form of a table with a short introduction about the technology, features and testing of commercially available body armour.

In task 2, learners need to plan how to work together to produce the information chart. This will require careful supervision to ensure that each group member has a role and that poor performance by one does not have an adverse impact on the creation of the chart. We plan to recommend that each individual investigates a different possible energy source and the equipment that could be used on the island.

Task 3 will start with a group discussion to review the success of the teamwork in task 2, then each individual will prepare their own presentation.

Supervision

The research phase of task 1 focuses largely on the use of the internet so was planned so that it could be supervised partly by the teacher, learning support staff and the librarian. All staff will need to be briefed about do's and don'ts for supervising under controlled conditions.

Task marking

Marking of this assignment will be based on completion of the assessment grid for the unit.

Task 2: Team investigation of energy sources

The team should plan and manage its activities so that all team members make an equal contribution. (assessment criteria 2d).

Your team must investigate the different energy sources that could be used to provide power for the armour workshop and create an information chart that can be used to help the TV company make a decision.

The information chart should include:

- a list of possible sustainable energy sources and a short explanation of how each of them work (for example solar power, wind power, hydropower and bio-fuels) (assessment criteria 2a)
- for each possible energy source, what equipment would be needed to generate power (assessment criteria 2b)
- the effects on the environment of each way generating power (assessment criteria 2c).

The team should then prepare a short statement giving a recommendation, with reasons, for the energy source to be used.

Task 3: Individual presentation about task 2

Using the information gathered by the group they were a member of, each team member should prepare a five-minute presentation for the class. (assessment criteria 2f).

Your presentation should:

- state what you (personally) did during the team activity
- evaluate how effectively the team worked
- explain your team's final recommendations for the energy source for the armour workshop.

Internal standardisation

The lead and domain assessor have planned an internal standardisation day for engineering staff to explore and agree standards for this before the deadline for submission of marks to AQA C&G.

Example of a staged approach to controlled assessment

This example illustrates how the staff team in a consortium devises a controlled assessment for the Edexcel Higher Diploma in creative and media to target both unit 5 'Campaign' and unit 6 'Festival', through planning and running a film festival. The controlled assessment will be administered in blocks that are interspersed with relevant teaching and learning, based on the content of each unit – see the work plan below.

The controls set by Edexcel for task setting and task taking are limited for time, resources and collaboration, but medium for supervision and marking. This means that the consortium can design the assignment and needs to determine the task taking controls, except those for supervision, following the guidelines provided by Edexcel.

The example is introduced by a commentary from the domain assessor about the rationale behind the approach. The controls that will be applied are set out below the work plan. These are based on the requirements set by Edexcel for task taking conditions and access (one of the learners requires support to access the assessment).

Work plan

Unit 5: Campaign	Unit 6: Festival	Domain assessor comments
<p>Teaching and learning topics to cover include: guided analysis of campaigns – purposes, key messages, target audiences, (for example commercial, H&S, crime) research techniques, citing and validation.</p> <p>Controlled task 1: Produce a multimedia presentation that shows you have:</p> <ul style="list-style-type: none"> • undertaken a well-focused and wide ranging investigation producing a good quantity of highly relevant materials • an understanding of the nature and purposes of campaigns citing a range of detailed examples (Unit 5 learning outcome 1). 	<p>Teaching and learning topics to cover include: background and history of festivals in the creative and media industry based on examples – aims, audiences, funding, sponsorship, practicalities, legislation and organisation.</p> <p>Controlled task 4: In a multimedia presentation produce substantial descriptions of several festivals, making reference to:</p> <ul style="list-style-type: none"> • the artistic policy of the festivals • their programme content • their target audiences • how they are funded (Unit 6 learning outcome 1). 	<p>My team feels that wherever possible the creative and media Diploma could and should be run in a holistic way to reflect the nature of the creative world, where there is cross-fertilisation, experimentation and fusion of approaches and skills. Through mapping the Edexcel level 2 course we decided that there was a possibility of combining two of the units and also allowing possible extension into other units as well. We came to the conclusion, after considering unit 6 'Festival', that in order to run a successful real festival rather than a simulated one there would have to be advance publicity, encouragement to take part and so on – in short, we would also need to run a campaign. The result was the commitment to stage the creative and media Diploma film festival.</p>

Teaching and learning topics to cover include: advertising and marketing techniques, print preparation, distribution channels, quality control and organisation methods.

Controlled task 2: Plan and conduct a campaign by collaborating with others to publicise and encourage involvement in the film festival. (Unit 5 learning outcomes 2 and 3).

Teaching and learning topics to cover include: monitoring, surveying and feedback techniques, data analysis and contingency planning

Controlled task 3: As the campaign is run, collaborate with others to monitor its success and take action where necessary to keep it successful (Unit 5 learning outcome 4).

Teaching and learning topics to cover include: film production techniques, animation techniques, storyboarding, location, sets, camera, sound and editing.

Controlled task 5: Work in a self-formed group to produce a film and an animation to exhibit at the festival. (This can link to unit 2 'Perform', unit 3 'Artefact' or unit 4 'Record'.)

Teaching and learning topics to cover include: planning and organisational techniques, roles, budgeting, health and safety and progress chasing

Controlled task 6: Collaborate with others to plan, promote and contribute to the successful running of the festival (Unit 6 learning outcomes 2, 3 and 4).

Task taking controls

Group work

The whole group of learners will plan the campaign and festival, working collaboratively (tasks 2 and 6). Learners will work in groups of a maximum size of five and minimum of three to produce a film and animation (task 5). In the event of a poor performance by a group member a tutor may intervene.

Access

In line with the consortium policy:

- the use of computers is permitted
- a dedicated support worker is permitted to help with the use of equipment and communication within the team.

Time

In accordance with the Edexcel guidance, the following guided learning hours (GLH) are recommended for generating evidence for assessment:

- Campaign: 45 GLH
- Festival: 55 GLH

The deadline for submission will be shortly after the festival itself.

Resources

A group visit will be arranged to the chosen cinema in advance of the event.

Learners need access to the internet, camera, lighting equipment and computers with appropriate software to create and edit their films and animations. Edexcel allow the use of any employer software (for example on work experience), but the assessor must be notified and they will appoint an appropriate person to supervise evidence production. The assessor will discuss all evidence with the appointed supervisor. In accordance with Edexcel requirements, an appropriate person is defined as someone with a supervisory role within the workplace (or equivalent) and who has the required skills. This person cannot be a family member.

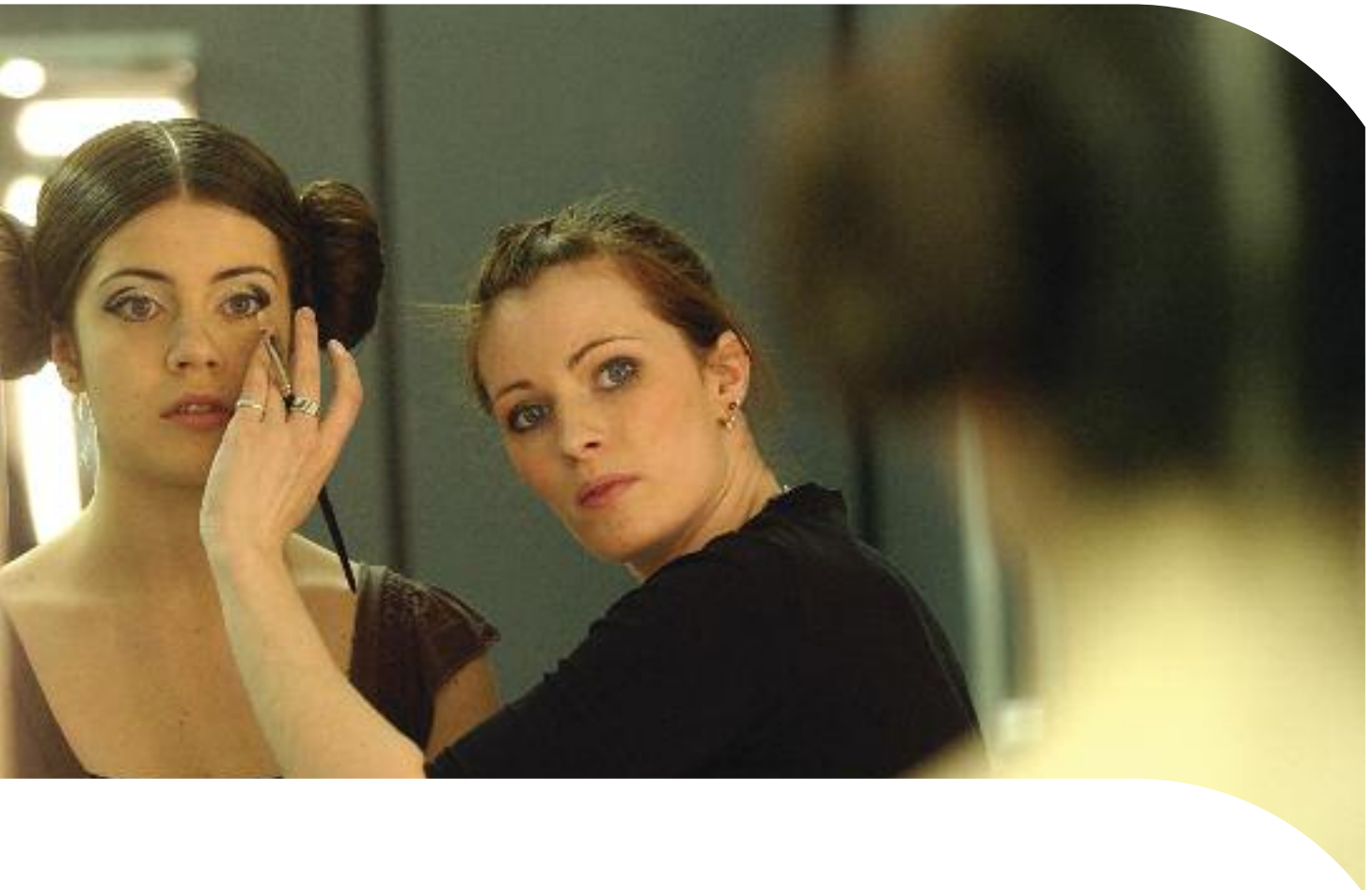
Evidence for controlled assessment:

1. Multimedia presentation on features of festivals
2. Multimedia presentation on nature of campaigns
3. Project planner for both units 5 and 6
4. Completed examples of publicity materials
5. Witness statements
6. Reflective log
7. Footage of festival event
8. Stills of activity
9. Minutes of meetings
10. Entries of own films.

Supervision

Research and creative exploration is permitted offsite but should be recorded in the learner's reflective log, which must be authenticated by the assessor at regular points throughout the process. The production of the multimedia presentations about festivals and campaigns and the creation and editing of the films/animations must be under direct supervision. Edexcel make clear that final work cannot be produced in the learner's home environment.

Four assessors will be at the festival to supervise the activities.



Example of a controlled assessment based on a CAB sample assessment

This example illustrates how a staff team in a consortium delivering the VTCT Higher Diploma in hair and beauty studies plans to administer sample assessment material provided by VTCT for level 2 unit 3 'The science of hair and beauty'.

The controls set by VTCT for task setting and task taking were limited for supervision but medium for time, resources, collaboration and task marking. This means that the consortium can design the assignment and needs to determine the task taking controls for supervision, following the guidelines provided by VTCT. A commentary is presented alongside the learner brief about how the staff team plans to contextualise the assignment brief and interpret the controls specified by VTCT.

Assignment title: Fashion show

Learner brief

You have been asked to prepare models/clients to take part in a charity fashion show. Hair, make up and nails are very important as they can contribute to the overall image of a show. The use of colour is also important as the models will be viewed under strong or coloured lights. An understanding of the choice of colour in different lighting conditions is essential for the hairdresser and make-up artist working on the show. The models are clients, just as within a salon environment, and so the usual client assessments, tests and health and safety considerations need to be applied.

You will need to:

- complete an anatomy and physiology booklet
- carry out three client assessments to determine the health and condition of hair, skin and nails using knowledge of anatomy and physiology and recording your observations
- choose appropriate products and/or treatments to enhance the models/clients appearance
- carry out commonly used tests safely that are appropriate to your intended applications, recording and reviewing the results
- suggest and apply colour safely to enhance hair, skin and nails, reflecting on your choice.

Commentary on controls from teaching team

Task setting

We decided to amend the original assignment and set the context as a fashion show, as the school holds an annual fashion show for learners on another course. Tutors will allocate three models to each learner. Different skin types will be allocated to provide each learner with the opportunity to suggest colour to enhance hair, skin and nails.

Test selection

In the setting of the task we will permit learners to select the compatibility and common tests from the specification. This allows for flexibility to meet the needs of the models. Learners will be given a list of the tests available. This will be drawn up from the 'What you will cover' section of the VTCT specification. In line with the unit requirements, the common tests will include one pH test, one hard and soft water test.

Group work

The original assignment brief allows learners to work either individually or in a group, each working on a different aspect of each model (for example nails, hair or skin). We plan not to allocate groups as we believe that attainment will be more realistic and achievable if learners are set an individual task.

Your evidence must include:

- a completed anatomy and physiology booklet covering all aspects as indicated in the 'What you will cover' section
- three model/client health records documenting the assessment of health and condition of either the hair, skin or nails, demonstrating understanding of anatomy and physiology and key factors determining health and condition
- choice and justification of the chosen products or treatments based on model/client assessment and science behind hair, beauty and nail products
- choice and methods of the tests performed including evidence of risk assessment, appropriate preparation procedures and consideration of the effects of utility services on the procedures
- results of the tests carried out and conclusions as to whether the application of chosen products or treatments can continue
- recommendations for each client about colour to enhance either hair, skin or nails.

VTCT requirements for controls

Within the summative assessment the learner must complete:

- an anatomy and physiology booklet
- at least two compatibility tests between products
- a minimum of two of the common tests from the 'What you will cover' section
- at least one pH test
- at least one hard and soft water test
- three client health assessments
- one example of application of colours to hair, nails and skin.

The following controls must be applied within the assessment.

Task setting: consortia may adapt the context of the example assignment to suit local circumstances or design their own assessment. If a new assessment is written this must follow the controls for task setting set out in the unit.

Task taking – the time taken to complete assessment: two hours for each client/model undertaken plus one hour for the completion of the anatomy and physiology booklet (seven hours in total).

Documentation

All learners will use the VTCT documentation provided in the brief – the health assessment forms and anatomy and physiology booklet. There will be no changes made to the documentation.

Task taking

Time

We plan to follow the VTCT requirements. A total of seven hours per learner will be allocated. Learners will be allowed two hours with each client/model and an additional one hour for the completion of the anatomy and physiology booklet.

Learners must complete the three client records immediately after consultation with each model.

Supervision and resources

We have decided that tutors will supervise all consultations with models, the testing and completion of documentation. Learners will be supplied with models. All testing materials and a selection of colour products will be made available to learners. Supervisors will only intervene should there be a health and safety issue.

Task marking

All judgements will be based on individual evidence. Marks will be awarded using the VTCT marking descriptions.

Assessors will be tutors with a hair and beauty background. Assessors will observe each learner dealing with each model as well as marking the written work.

Task taking – collaboration: the learner will work on an individual task individually or in a group.

Task taking – resources: the centre must provide the learner with the opportunity to work on at least three different models/clients; these could be class peers, friends, members of the learners' family or specific models. Learners should be supplied with client health record sheets and a blank anatomy and physiology booklet.

Task taking – supervision: there will be sufficient supervision to ensure that it is the individual's own work that is assessed. Teacher support should be limited and where given, to enable access to the assessment process, it should be noted and taken into account in grading.

Task marking: the assignment must be marked using the marking grid and 'best fit' approach set out in the unit. All assessments must be internally standardised as set out in the specification.

Glossary of key terms and abbreviations

The following abbreviations are used in this guide.

CAB	Component awarding body – an awarding body offering constituent qualifications for the Diploma, which may include principal learning, foundation, higher and extended project, functional skills and/or additional and specialist learning qualifications.
iSAM	Internal sample assessment material provided by CABs to illustrate controlled assessment.
SAMs	Sample assessment materials provided by CABs to illustrate assessment.

The following key terms are used in this guide.

Assessment	The process of making judgments about the extent to which a learner's work meets the assessment criteria for a qualification, a unit or part of a unit.
Consortium	A partnership of two or more centres approved through the DSCF Gateway process to deliver Diplomas.
Controlled assessment	A formal approach to internal assessment where the CAB sets requirements or 'controls' for: <ul style="list-style-type: none">• setting tasks• taking tasks (including time, resources, collaboration and supervision)• task marking.
High control	The highest level of control for Diploma principal learning qualifications is where the assessment requirements are tightly prescribed by the CAB.
Medium control	Medium control within Diploma principal learning qualifications is where the assessment requirements are specified by the CAB using parameters that allow the consortium some flexibility to suit local circumstances.
Limited control	Limited control within Diploma principal learning qualifications is where the assessment requirements are specified using broad parameters that allow consortia to determine the details of the assessment.

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Edexcel

EDI

National Assessment Agency (NAA)

OCR

Ofqual

Qualifications and Curriculum Authority (QCA)

Specialist Schools and Academies Trust (SSAT)

UK Commission for Employment and Skills (UKCES)

VTCT

WJEC

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Barnsley

City and Islington

Dagenham

Durham

Gateshead

Newham

Leeds City

Newcastle

North Tyneside

Nottingham City

Stockton

Tamworth

Wandsworth

York City

About this publication

Who's it for?

This guide is for teachers, tutors, assessors and other staff involved with internal assessment within Diploma principal learning qualifications.

What's it about?

This guide is about controlled assessment within Diploma principal learning qualifications. It includes an explanation of controlled assessment, the levels of control that can be applied and how controlled assessment can be implemented. The guide also features examples of controlled assessment in practice and a staff development toolkit, which includes training resources to help staff become familiar with controlled assessment and best practice for introducing and delivering it.

Related materials

Delivering the Diploma: A guide to managing internal assessment (QCA/08/3656)

Delivering the Diploma: A training guide for domain and lead assessors (QCA/08/3900)

This guide has been produced in association with



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