QC da

Qualifications
and Curriculum
Development
Agency

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**2009
October**

Diploma internal assessment toolkit

We want our website and publications to be widely accessible, so please contact us if we're not meeting your needs.

Contents

Introduction

About this toolkit

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

This toolkit brings together resources, from several organisations including QCDA, that your consortium might find helpful when planning (or reviewing) how to manage delivery of internally assessed Principal Learning and Project components of the Diploma.

It is divided into seven sections that, between them, support every aspect of the quality assurance cycle (see diagram on page 3) – from initial planning to review. Each section comprises:

> a tabbed file divider featuring the quality assurance cycle diagram. The elements relevant to that section are indicated by deeper shading on the appropriate box

> an introduction to the issues a consortium needs to think about, including a list of questions to consider

> a list of supporting materials (including example documents/templates) available from QCDA and an indication of who within a consortium might find them particularly useful (see Diploma Roles on page 4 for a description of the roles and a key to symbols/abbreviations used to represent them in this document.)

> links and references for relevant material within QCDA and from other organisations.

As well as providing a frame of reference for planning or reviewing Diploma internal assessment, this toolkit gives directions on how to access a range of QCDA example documents/templates that a consortium could adapt to suit its own requirements. Any documents adapted must be reviewed by an appropriate person or persons within consortium management to ensure they:

> are fit for purpose

> comply with the policies, procedures and standards of the consortium

> meet appropriate awarding body requirements.

The quality assurance cycle

Resource planning - both staffing and continual professional development (CPD)

↓

Developing entry processes and identifiying access arrangements

↓

Assessment planning, choice/design of assessment instrument(s) and scheduling

↓

Planning deployment of physical resources

↓

Internal moderation of:

– assessment instrument(s)/ pre-assessment standardisation
– conduct of assessment
– assessment decisions and records of learner achievement

⟷ Sampling of internal moderation activity across line of learning

↓

Monitoring of teaching and learning (and learner surveys)

↓

Preparation of samples for external moderation

↓

Responding to external moderator reports and to awarding body revisions

↓

Self-assessment activities including review of policies and procedures, CPD etc.

CPD activity (staged and ongoing)

Diploma roles

The table below lists abbreviations and symbols that are commonly used throughout the toolkit.

Diploma Roles	Abbreviation/ Symbol
Consortium management The management team of school, college and other centre staff who manage Diploma delivery and internal assessment across all Diploma programmes offered in a consortium	CM
Lead assessor A person who has responsibility within a consortium for overseeing all aspects of the quality assurance of assessment carried out for the principal learning and project components across all Diploma programmes offered	LA
Domain assessor A person who has responsibility within a consortium for overseeing all aspects of the quality assurance of the internal assessment carried out on the principal learning and project components for one particular Diploma line of learning	DA
Exams officer The individual(s) responsible for the day-to-day management of the exam cycle for a centre (or consortia)	EO

Collaborative working – working groups and key roles

Resource planning - both staffing and continual professional development (CPD)

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Developing entry processes and identifiying access arrangements

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CPD activity (staged and ongoing)

Introduction

1

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

Each consortium will plan, deliver and review Diploma internal assessment provision in a way that suits its own individual circumstances. However, all consortia are partnerships and require commitment from all partners to make them work.

Our experience is that effective delivery is greatly aided if a consortium can create a structure or process (which could involve working groups, steering groups, development teams – or a combination of all three) that enables all centres to contribute to decision making on how:

> Diploma provision fits within the overall strategic plans for the consortium

> resources will be deployed and managed to support Diploma programmes

> staff responsibilities, including those for internal assessment, are allocated

> staff will communicate across partner centres.

Individual centres within a consortium will continue to have different priorities and these should be acknowledged and respected. However, consortium members should work together as far in advance of actual teaching as possible, to formulate plans that tackle key issues such as:

> allowing sufficient time for staff development and subsequent curriculum development

> the availability of physical resources and scheduling assessment planning within teams

> identifying what information on assessment outcomes and internal quality monitoring activities consortium management requires from the lead assessor. Also how evidence from each partner's self-assessment activity will contribute to the overall evaluation of Diploma provision

> allocating additional resource for quality monitoring and support early in the working programme until sound consistent practice is established.

Questions for consideration

1. Have we identified working group(s) (either existing or new) to manage Diploma planning, delivery and assessment? ☐

2. Does the membership of our existing/new working groups include:

   > consortium management? ☐

   > lines of learning/Diploma delivery teams? ☐

   > exams officers? ☐

   > other key staff e.g. employer engagement, LA 14 -19 advisor? ☐

3. Have we agreed written terms of reference for existing/new working groups? For example:

   > consortium management? ☐

   > lines of learning/Diploma delivery teams? ☐

   > other working groups? ☐

4. Have we determined and communicated appropriately, the roles and responsibilities of:

   > consortium management? ☐

   > lead assessor(s)? ☐

   > domain assessors(s)? ☐

5. How will communication across the consortium work for:

   > consortium management/lead assessor(s)/domain assessor(s)? ☐

   > exams office staff? ☐

   > other key staff for example, employer engagement, LA 14 -19 adviser? ☐

   > other staff members? ☐

Questions for consideration

6. Have we decided on the appropriate mix of communication methods (ie meetings, email, printed information)? Have we:

    > decided the frequency of communication, (ie. ad hoc or regular)?

    > created address/distribution lists and labels?

    > decided the appropriate format (ie hard copy or electronic) for various pieces for information?

    > ensured that people have up-to-date versions of documents?

    > established who will disseminate information from external parties and how? For example, awarding bodies/CPD information?

Supporting materials

All materials can be downloaded from www.qcda.gov.uk/internalassessment

Item	Notes	Who's it for?
Collaborative working checklist	Initially for CM members this may also require input from other consortium staff. It can be used to look at the working groups and communication channels that may be required to enable collaborative working.	CM LA
Lead assessor role – case studies	A quick guide showing examples of how different consortia have assigned the lead assessor responsibilities.	CM LA
Domain assessor role – case studies	A quick guide showing examples of how different consortia have assigned the domain assessor responsibilities.	CM LA DA
Lead assessor initial review checklist	Focuses on current capabilities, systems and resources, and readiness of delivery teams to conduct Diploma internal assessment in accordance with external awarding body requirements.	LA
Key contacts for a Diploma line of learning	Records all contact details and key information for a Diploma line of learning. Key contacts could include e.g. LAs, DAs, delivery team staff, EOs and employers. The second part of the form allows more detail for individual units to be recorded.	LA DA EO

Links and references

1

QCDA publications

Delivering the Diploma – a guide to managing internal assessment (QCA/09/4255)

Delivering the Diploma – a training guide for lead and domain assessors (QCA/09/4256)
(Both documents can be downloaded from www.qcda.gov.uk/internalassessment)

Diploma glossary of terms
(Download from the *More information* page of www.qcda.gov.uk/diploma)

Consortium centre planner
(Download from www.qcda.gov.uk/diplomaresources)
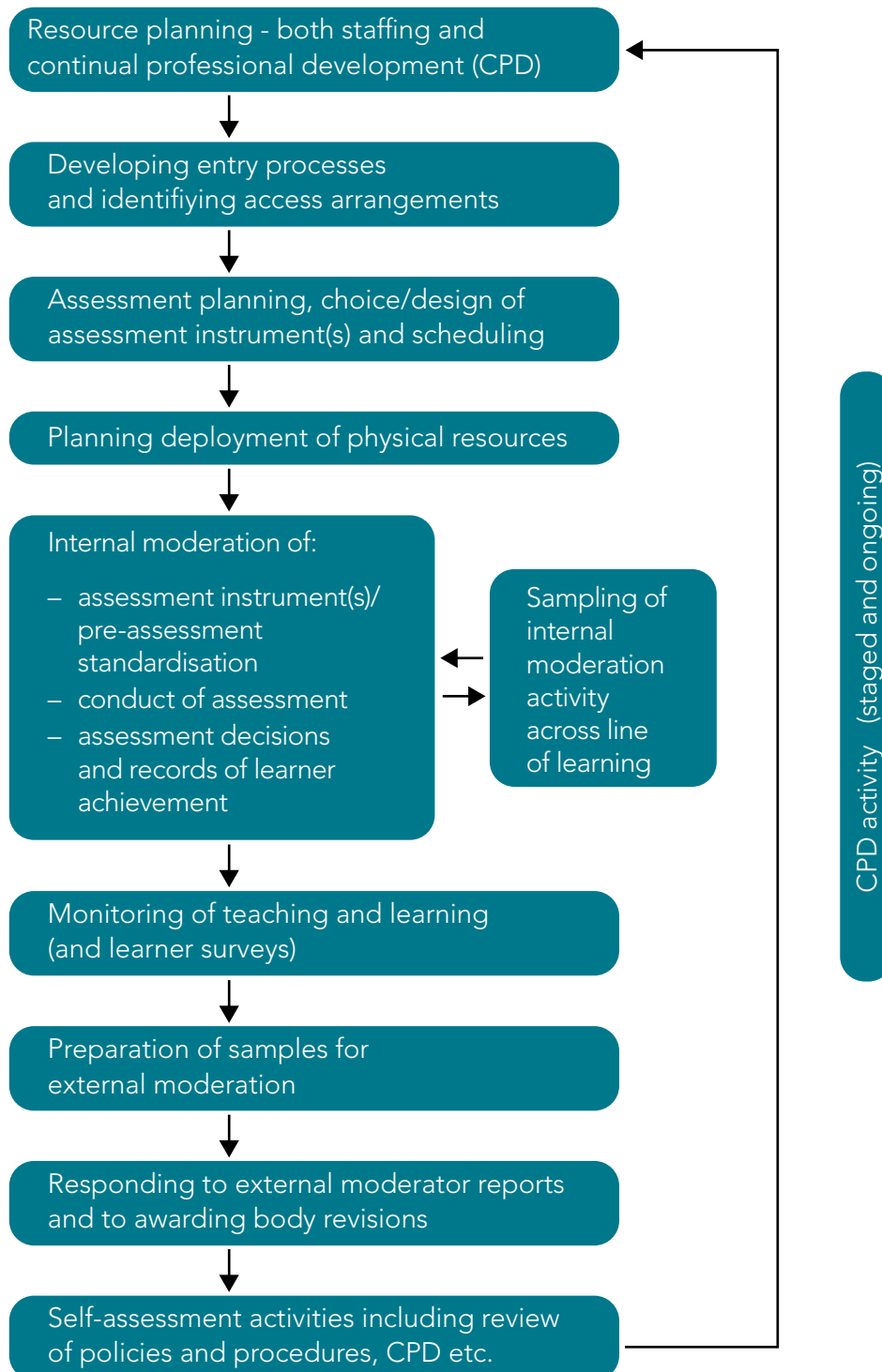
QCDA online resources

Look on the *Staff development* pages of www.qcda.gov.uk/internalassessment for consortium management and lead assessor training resources, in particular:

❯ *Key messages for the consortium senior leadership team*

❯ LA2 – *Evaluate consortium capabilities, systems and resources*

❯ LA3 – *Develop, implement and maintain assessment policies and procedures*

✎ Notes

Policies and procedures

2

Resource planning - both staffing and continual professional development (CPD)

↓

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↓

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↓

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↓

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↓

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↓

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↓

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↓

Self-assessment activities including review of policies and procedures, CPD etc.
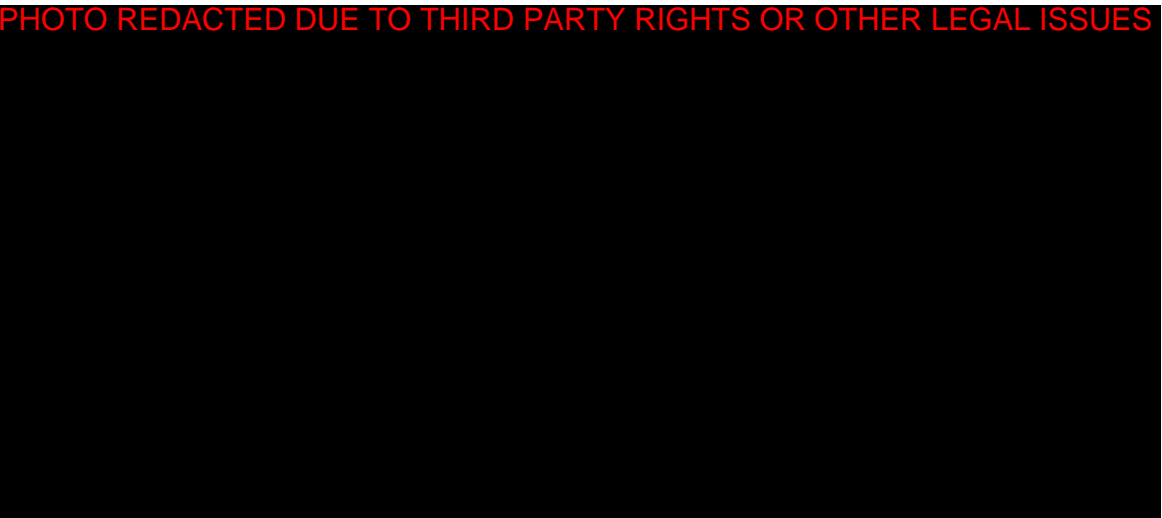
CPD activity   (staged and ongoing)

Introduction

2

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Centres within a consortium need to agree how quality assurance processes and other procedures should operate.

Each consortium will need its own set of agreed policies and procedures. These should cover all relevant aspects of managing internal assessment in the consortium and should be concise, clear and easily accessible to all users.

It is the consortium management's responsibility to ensure that adequate resources are allocated to enable effective implementation and monitoring of policies and procedures across the consortium.

Consortium managers should be particularly aware that while the sample materials contained in this section (and indeed in this toolkit) can be used as a starting point, every consortium must build its own policies and procedures with regard to Diploma internal assessment. Any adapted documents should be thoroughly reviewed and approved by an appropriate person or persons within consortium management to ensure they are suitable.

Questions for consideration

2

1. Have we identified:

    › the policies, procedures and protocols required? ☐

    › who will write each policy and the associated procedures? ☐

    › who must approve each policy and the associated procedures? ☐

    › who will maintain each policy and the associated procedures? ☐

    › who will review each policy and the associated procedures? ☐

    › how policies will be communicated to others? ☐

    › the resources needed to implement each policy? ☐

2. Have we agreed policies and procedures across the consortium? ☐

Supporting materials

2

All materials can be downloaded from www.qcda.gov.uk/internalassessment

Item	Application	Who's it for?
Policies and procedures checklist	Initially for CM members, this may require input from staff fulfilling lead assessor responsibilities. It provides prompts for the processes required to support the development, agreement and maintenance of policies and procedures.	CM LA
Establishing policies and procedures	This document identifies questions that need to be considered when establishig policies and procedures for a consortium.	CM LA
QCDA set of example policies	This can be used as a starting point, but each consortium should create its own policies that take into account its own particular circumstances. These example policies are illustrative only. Consortia will need to consider if additional policies and procedures are required to fully cover their requirements.	CM LA
QCDA example of a Service level agreement	This example can be used as a starting point but each consortium should write and agree its own service level agreement (if it decides to use one) based on its own particular circumstances.	CM LA
Consortium staff handbook – contents page	Policies must be accessible and clear to all users. A staff handbook is one clear way of doing this. The example document lists the typical contents in such a handbook.	CM LA DA
Diploma learner handbook – contents page	Learners also need to be aware of the policies and procedures they need to follow. The example document lists typical content for such a handbook.	LA DA

Links and references

2

QCDA online resources

QCDA *Consortium exam policy generator (www.qcda.gov.uk/cepg)*

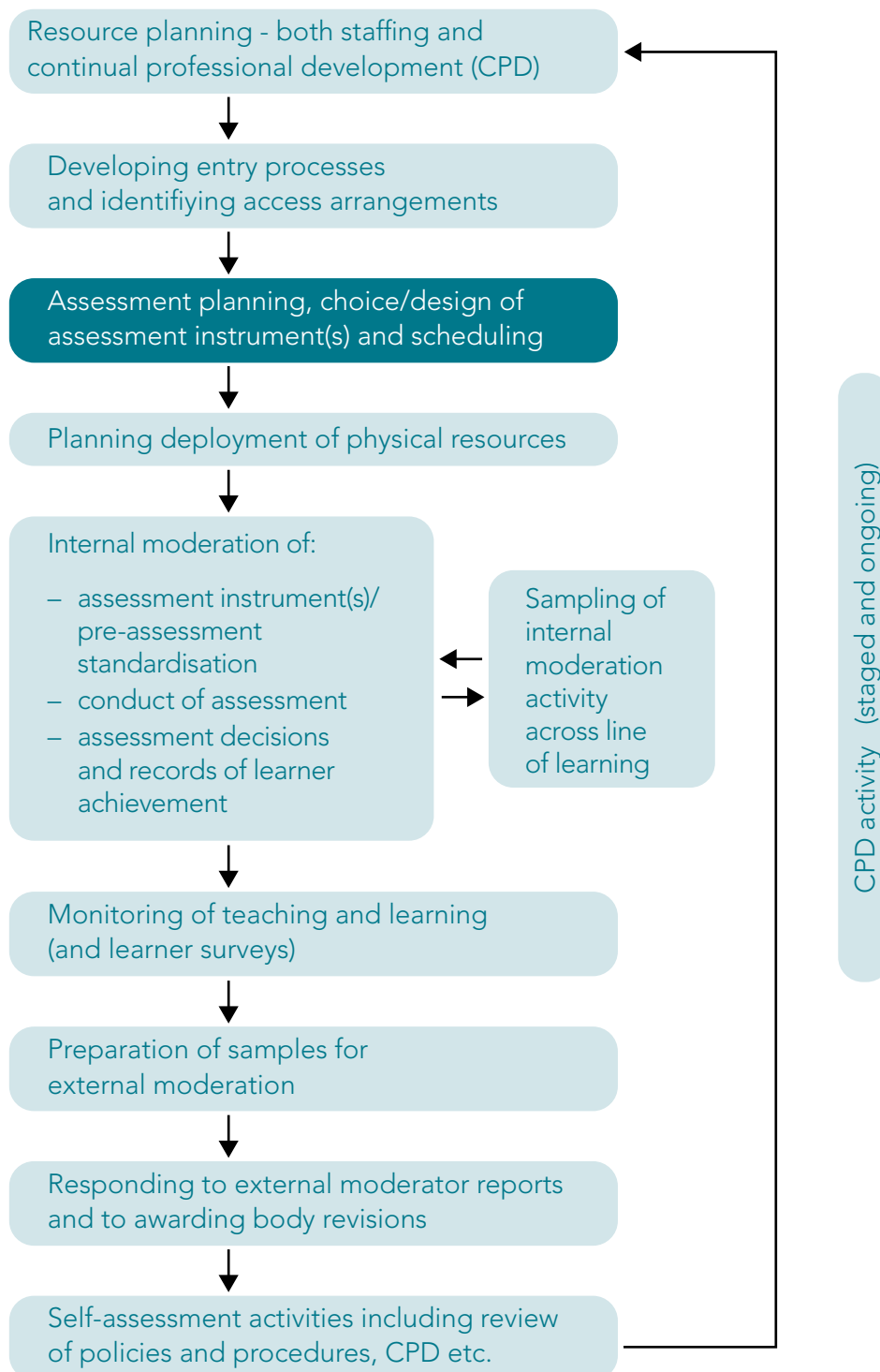Look on the *Staff development* pages of www.qcda.gov.uk/internalassessment for training resources, including:

❯ LA3 – *Develop, implement and maintain assessment policies and procedures*

(This web page has links to examples of appeals procedures and documentation)

✎ Notes

Assessment planning

3

Resource planning - both staffing and continual professional development (CPD)

↓

Developing entry processes and identifiying access arrangements

↓

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↓

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↓

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↓

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↓

Preparation of samples for external moderation

↓

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↓

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CPD activity (staged and ongoing)

3

Introduction

3

Assessment planning should be closely aligned with the planning of teaching and learning. Many centres will already have systems for planning teaching across the units of a particular line of learning or level. If so, planning internal assessment for those units could be organised around these existing processes.

Consortia should check that certain quality assurance practices and procedures are in place. For instance they should clarify:

> who on each Diploma team is responsible for carrying out assessment of learners' work for each unit

> that all staff understand the controlled conditions that must be complied with when learners produce their assessment evidence.

It is very important to ensure that work undertaken by learners allows them to demonstrate the knowledge, skills and understanding required by the specification.

While moderation guarantees that the appropriate standards are applied, learners will have a better chance of demonstrating their achievement if the assignments they are given for assessment allow them the opportunity to produce evidence that match the requirements of the specification.

For each line of learning/level, the domain assessor should oversee the production of all the assessment activities for the principal learning components to ensure they are fit for purpose. They should allow all learners at all levels of attainment a fair opportunity to produce the evidence of achievement required by the awarding body specification.

Questions for consideration

3

1. Have we got an assessment plan for each line of learning/level? ☐

2. For each line of learning/level/project have we:

   > identified the timing of each assessment and its duration? ☐

   > documented procedures for the approval of the assessment instrument(s)? ☐

   > got plans in place to internally moderate each assignment? ☐

   > agreed the assignments that are going to be used? ☐

   > identified whether there are any controlled conditions required for the internal assessment (task setting, task taking, task marking)? ☐

   > identified who has the responsibility for that assessment activity along with the reference/title of the assignment/assessment instrument? ☐

   > identified who is responsible for carrying out assessment of each internally assessed unit? ☐

   > agreed/documented how standardisation of the marking of each internally assessed unit is to be carried out? ☐

Supporting materials

3

All materials can be downloaded from www.qcda.gov.uk/internalassessment

Item	Notes	Who's it for?
Assessment planning checklist	Initially for DAs, this document may also require input from LAs and is used to consider internal assessment requirements.	LA DA
Assessment plan	This sample outline could be used by consortia to identify and record the timing of each assessment for both principal learning and project. It includes three worksheets which cover Year 1, Year 2 and an overview of both years. It can be adapted for individual lines of learning.	LA DA EO
Guidance on selection, design and writing of assessments	Awarding body guidance for a particular line of learning and/or level should also be consulted. Alternatively assessors may choose to use the model assessments provided by the awarding body, following the guidelines provided, but tailored to meet local needs.	LA DA
Guidance on design, selection and use of appropriate forms of assessments	This material, developed from QCDA internal assessment web-based training materials, describes initial, formative and summative assessment and the types of evidence which could be produced.	LA DA
Assessment tasks – review checklist	Checklist for the quality assurance of assessment tasks.	LA DA
Group assessment record	An example of a form that could be used to record evidence produced by individual learners within a group working scenario.	DA
Controlled assessment planning	Initially for DAs but may also require input from an LA. This document identifies questions that need to be considered for controlled assessment requirements for an individual line of learning/level.	LA DA
Lead assessor – planning and monitoring template	Use this to track and record the quality assurance processes across all lines of learning.	LA

Links and references

3

QCDA publications

Diploma principal learning: CAB guidelines for controlled assessment (QCA/09/4124)

Controlled assessment in Diploma principal learning: a consortium guide (QCA/09/4150)
(Both documents can be downloaded from the *Controlled assessment* page of
www.qcda.gov.uk/diploma)

QCDA online resources

Look on the *Staff development* pages of www.qcda.gov.uk/internalassessment for
lead and domain assessor training resources, particularly:

❯ LA 4 – *Design, selection and use of appropriate forms of assessment*

❯ LA 5 – *Quality assurance of internal assessment processes*

❯ DA 3 – *Guide and supervise assessors in the selection, design and writing of
assessments*

❯ DA 4 – *Guide assessors in the conduct of assessments*

❯ DA 5 – *Quality assurance standards of internal assessments in the line of learning*

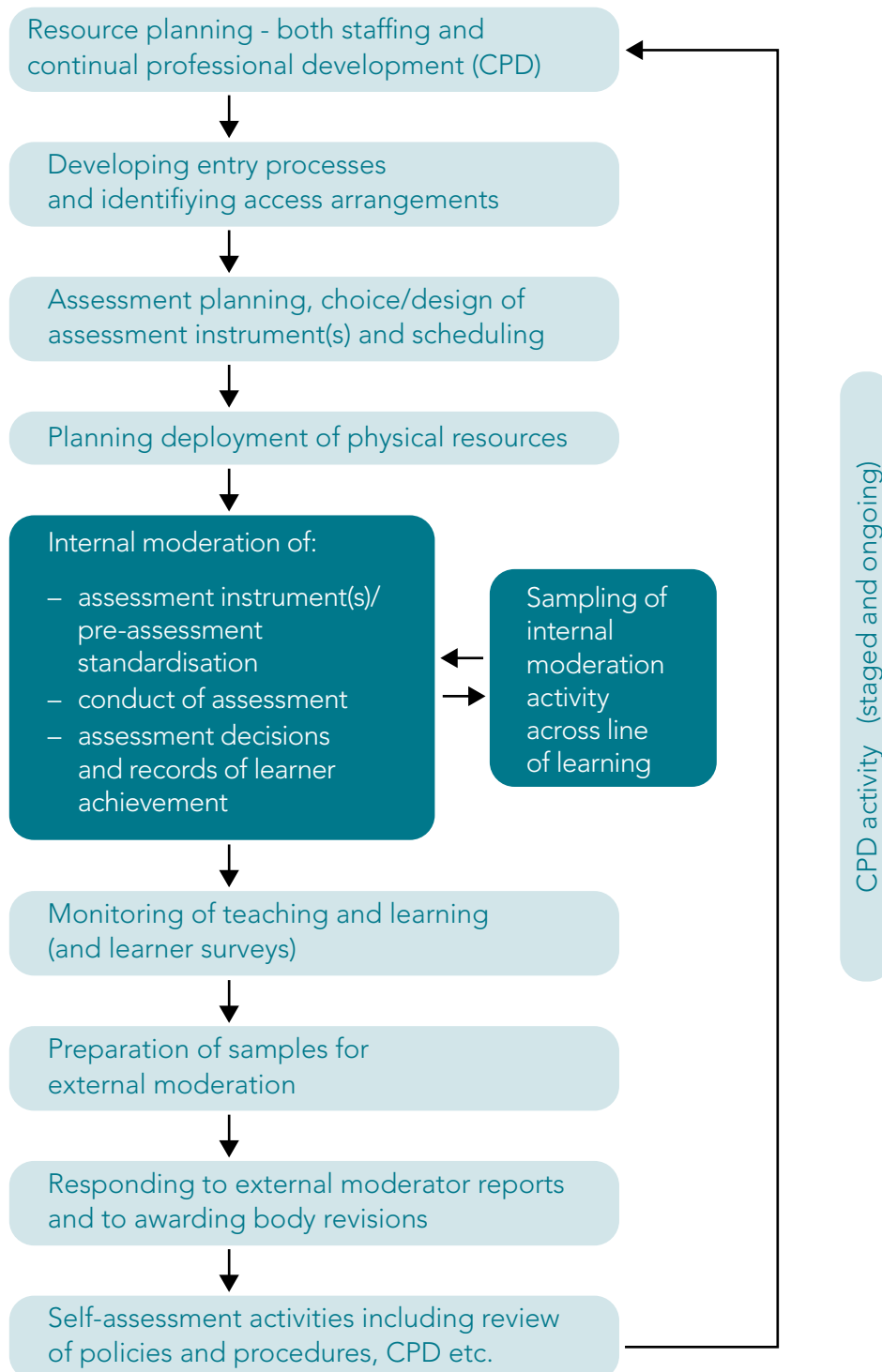## Publications and resources from other organisations

JCQ

Instructions for conducting controlled assessment
(Please download from www.jcq.org.uk)

✎ Notes

Internal quality assurance

4

Resource planning - both staffing and continual professional development (CPD)

↓

Developing entry processes and identifiying access arrangements

↓

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↓

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↓

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↓

Self-assessment activities including review of policies and procedures, CPD etc.

CPD activity (staged and ongoing)

4

Introduction

4

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

In order to deliver Diploma internal assessment successfully across a consortium, rigorous quality assurance processes must be in place. In particular, there should be robust standardisation with regard to:

> setting tasks

> carrying out tasks

> marking/standardisation of learners' evidence of achievement, reflecting awarding body guidance.

Rigorous and robust quality assurance is vital in ensuring that subsequent external moderation can be carried out effectively by the awarding body concerned.

Each consortium should devise and implement quality assurance arrangements tailored to match local circumstances that work for its learners, teachers, tutors and lecturers, but without sacrificing rigour and consistency.

Such arrangements can help support effective quality assurance on all internally assessed components contributing to Diploma qualifications, including principal learning, projects and functional skills.

Consortium management, lead and domain assessors all have specific areas of responsibility with regard to internal quality assurance.

Introduction

4

Consortium management

Consortium management are responsible for ensuring that adequate resources are allocated to carry out quality assurance across the consortium's Diploma provision. The level of staff resource required will be determined by the number of lines of learning and levels offered and the number of institutions (schools, colleges and other providers) in the consortium. Depending on the extent of Diploma provision, identifying suitably qualified staff to carry out the roles of lead assessor and domain assessor should be considered, either before or soon after delivery of any Diploma programme(s) begins.

Lead assessors

A key requirement for lead assessors will be to set up appropriate, workable reporting and tracking systems within the consortium to ensure that all requirements at domain assessor level and at individual teacher/lecturer/tutor level are being met.

Many of the lead assessor's responsibilities will be carried out via the domain assessors, in that the domain assessors will report to the lead assessor that requirements are being met or where any problems are arising.

Domain assessors

Domain assessors are responsible for ensuring there is coherence and standardisation across all the internally assessed components in a line of learning at one or more levels and across the consortium. The awarding bodies support this intention because they see the value in ensuring that there is consistency across the assessment of different units within a line of learning and level across a consortium.

Questions for consideration

4

1. Have we got tracking systems agreed and set up? For example, for assessment, unit delivery, student progress? ☐

2. For each line of learning/level/project:

   › do we have appropriate documentation to record internal assessment decisions that satisfy awarding body requirements? (For example, approval of assignment briefs, completion of internal mark sheets, sign off of work) ☐

   › have we identified where student work (in hard copy and/or electronic format) is stored to enable access for assessors, lead and domain assessors (and other appropriate staff) following awarding body protocols? ☐

   › have we identified:

   – times and methods for feeding back to learners regarding assessment of their work? ☐

   – checkpoints required for formative and summative assessment? ☐

   – opportunities for internal standardisation meetings? ☐

   – standardisation methods to be used? ☐

   – suitable times and methods for feeding back to staff information regarding their assessment of learner work? ☐

   › Have we got internal moderation sampling plans? ☐

3. Have we documented procedures for ensuring reliable assessments are made by the staff who are internally assessing work? ☐

4. Have we ensured there is appropriate documentation to record internal assessment decisions and standardisation processes? ☐

5. Have we ensured that the documentation is being used consistently? ☐

6. Have we included other factors, for example, visits from employers? ☐

7. Have we ensured that assessors have opportunities to attend awarding body training events? ☐

Supporting materials

4

All materials can be downloaded from www.qcda.gov.uk/internalassessment

Item	Application	Who's it for?
Internal quality assurance checklist	This could be used to help formulate the tracking and reporting systems for the consortium. It could be adapted for individual lines of learning.	CM LA DA
Internal moderation report on assessment decisions	Part of the DA's role is to ensure standardisation of assessment decisions. This document can be used to record feedback on the assessment decisions and to record any corrective action that may need to be taken.	LA
Diploma internal assessment performance recording sheet	Used to record the progress of an individual student for principal learning and project.	LA DA
Template for tracking system – class/cohort	Used to record the progress of a cohort for a Diploma line of learning/level. It is provided as a spreadsheet and can be customised to aid analysis. (For example, differences in learner performance between units).	LA DA
Quality assure standards of internal assessment in the line of learning	This guidance (from QCDA's internal assessment online training materials) provides information on methods a DA could use to monitor and standardise assessment decisions.	LA DA

Links and references

4

QCDA online resources

Look at the *Staff development* pages on www.qcda.gov.uk/internalassessment for Domain assessor training resources particularly:

❯ DA 4 – *Guide assessors in the conduct of assessments*

❯ DA 5 – *Quality assurance standards of internal assessments in the line of learning*

❯ DA 6 – *Guide assessors in evaluating and feeding back on learning, teaching and assessment in the line of learning*

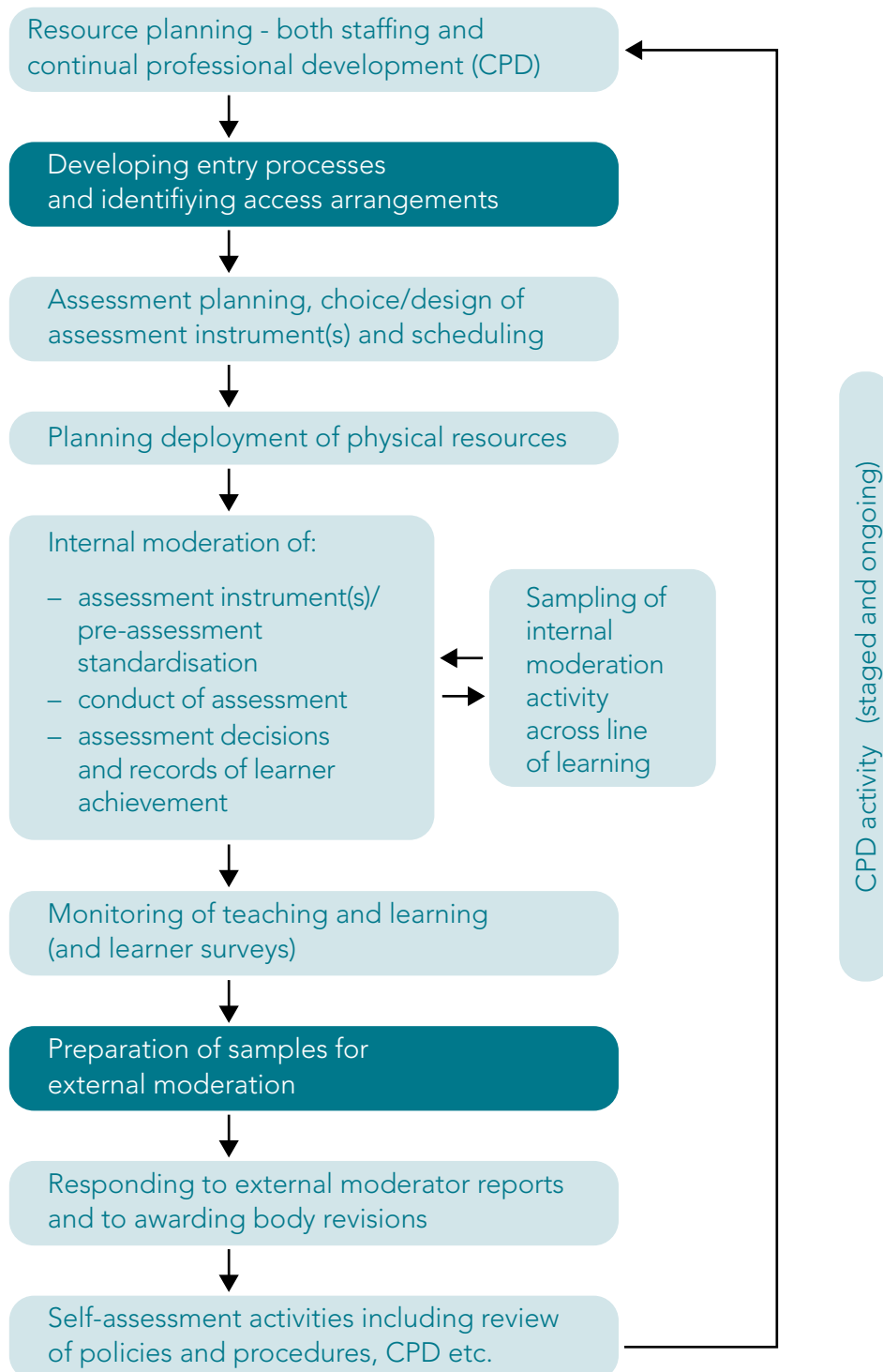## Publications and resources from other organisations

OCR – Project Progression records

Go to www.ocr.org.uk and search for 'project progression'

✎ Notes

External administrative requirements

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↓

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CPD activity (staged and ongoing)

5

Introduction

5

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A consortium (or centre) offering units that will be assessed and will therefore contribute towards a Diploma must ensure that it is registered with the awarding body whose units are being used.

Administrative/registration requirements will vary between awarding bodies and the consortium or centre is responsible for understanding and fulfilling any such requirements.

Awarding bodies will apply external moderation processes to the internally assessed and internally moderated principal learning and project components of the Diploma, and for projects taken outside the Diploma.

External moderation schedules, deadlines and procedures will be communicated to centres and consortia by the awarding bodies that may choose to conduct moderation by visit, by post or electronically. Members of each consortium will need to ensure that they have processes in place for preparation for external moderation.

Questions for consideration

5

1. Have we taken consideration of non assessment items, for example, timetabling? ☐

2. Have we ensured that each line of learning/level/project is registered with the appropriate component awarding body? ☐

3. Have we identified the administrative requirements and deadlines/dates for each awarding body and for each exam session? *(Note: dates may vary between awarding bodies).* ☐

   › final date for estimated entries ☐

   › final date for entries ☐

   › final date to process applications for access arrangements ☐

   › first date for submitting special consideration requests to awarding bodies ☐

   › final date for submitting forecast grades to awarding bodies ☐

   › final date for submitting internally assessed unit marks to awarding bodies ☐

   › EDI/interchange results available ☐

   › hard copy results available ☐

   › final date for submitting enquiries about results to awarding bodies ☐

4. Do we understand awarding body procedures for:

   › centre approval? ☐

   › making component entries/registrations with:

     – unique learner numbers (ULN)? ☐

     – prior achievement? ☐

   › external moderation arrangements (postal/visiting, sample size)? ☐

   › claiming a Diploma? ☐

5. Do we understand the standards required for each line of learning/unit/project? ☐

6. Do we understand how to apply the assessment criteria for each line of learning/unit/project? ☐

Supporting materials

All materials can be downloaded from www.qcda.gov.uk/internalassessment

Item	Notes	Who's it for?
External administrative requirements checklist	Can be used to identify the administrative requirements and deadlines set by awarding bodies. Much of the administration may be completed by an exams officer, but the DA and LA should be aware of these deadlines and requirements.	LA DA EO
FAQs – Moderating internally assessed principal learning units and project qualifications	A quick reference document to help understand the external moderation process.	LA DA
FAQs – Grading principal learning units and project qualifications	A quick reference document to help understand the grading process for principal learning and projects.	LA DA
Enquiries about results (EAR) for internally assessed principal learning units and project qualifications	An introduction to the enquiries about results processes.	CM LA DA EO
Preparation for external moderation	A flowchart identifying the audit trail an external moderator needs to follow, in order to successfully fulfil external moderation processes.	LA DA
Principal learning component awarding bodies overview 2009/10	This document provides a quick overview of the learner registration process and the differences between the larger awarding bodies.	LA DA

Supporting materials

5

Item	Notes	Who's it for?
Diploma learner study plan	Each learner must follow a valid programme of study. A plan must be used to record the components a learner is using to make up his or her Diploma programme. It must be completed in the first half term a learner starts a Diploma programme and be checked and signed by an appropriate member of staff. Note: This will be superseded by a DAS 4.0 release, scheduled for Summer 2010. The Diploma validator tool will also be available in Autumn 2009.	CM LA DA
Diploma learner study plan – example	A completed example of a *Diploma learner study plan*.	CM LA DA

Links and references

5

QCDA publications

All publications relating to the Diploma can be found in the *Orderline* section of the QCDA website. (www.orderline.qcda.gov.uk)

Publications from other organisations

Ofqual

Regulatory arrangements for component and Diploma awarding bodies – Recognition criteria and operating rules – Version 2 August 2008

Regulatory arrangements for DABS

Arrangements for setting standards

Diploma awarding timeline

(All downloadable from the *Diploma* section of the Ofqual website, www.ofqual.gov.uk)

JCQ

Key dates calendar

ULNs, a guide for exam officers

Instructions for conducting coursework

(All downloadable from the *Exams office* section of the JCQ website www.jcq.org.uk)

QCDA online resources

Information on topics relating to the Diploma can be found in the Diploma resources section of the QCDA *Tests and exams* website www.qcda.gov.uk/diplomaresources

Details of all awarding bodies offering the Diploma qualification can be found on the QCDA *Tests and exams* website under the Diploma tab.

Links and references

5

Other organisations' online resources

Ofqual (www.ofqual.gov.uk)

JCQ (www.jcq.org.uk)

For administrative requirements and moderation guidance for individual awarding bodies please consult these websites:

AQA	www.diplomainfo.org.uk
Edexcel	www.edexcel.com
EDI	www.ediplc.com
OCR	www.ocr.org.uk
VCTC	www.vtct.org.uk

✎ Notes

Diploma delivery resources

Resource planning - both staffing and continual professional development (CPD)

↓

Developing entry processes and identifiying access arrangements

↓

Assessment planning, choice/design of assessment instrument(s) and scheduling

↓

Planning deployment of physical resources

↓

Internal moderation of:

– assessment instrument(s)/ pre-assessment standardisation
– conduct of assessment
– assessment decisions and records of learner achievement

Sampling of internal moderation activity across line of learning

↓

Monitoring of teaching and learning (and learner surveys)

↓

Preparation of samples for external moderation

↓

Responding to external moderator reports and to awarding body revisions

↓

Self-assessment activities including review of policies and procedures, CPD etc.

CPD activity   (staged and ongoing)

6

Introduction

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

One of the defining characteristics of the Diploma is that it is delivered by a consortium of organisations working in collaborative partnerships, making the best use of their joint teaching expertise, facilities and other resources to enable learners to benefit from the opportunities available across several institutions, not just their home centre. Agreeing how resources will be deployed and managed to support diploma programmes is key to effective delivery.

For example, the principal learning specifications require the use of several assessment techniques. Here, key staff would need to work together to reach a shared understanding, develop processes to ensure consistency, and communicate what is required to colleagues in schools and colleges and to other members of the consortium delivery team such as training providers.

Consortium managers, lead and domain assessors all have specific areas of responsibility in terms of resourcing.

Consortium management

Responsible for ensuring that:

> adequate staff resources are available to enable quality assurance across the consortium

> adequate resources are available to enable the lead assessor and domain assessor(s) to be trained so that they are able to carry out their roles

> adequate resources are made available to the lead assessor and domain assessor(s) to enable them to carry out their responsibilities for quality assurance.

Introduction

6

Lead assessors

Responsible for ensuring that:

> the consortium management team allocates adequate resources to the teams delivering each Diploma to enable staff to carry out the internal assessment, and ensuring that each Diploma team utilises those resources to best effect

> adequate resources are made available to enable each Diploma team to carry out effective internal moderation processes

> staff delivering the Diploma have access to relevant professional development opportunities. This includes taking responsibility for the following in each Diploma line of learning offered.

Domain assessors

Responsible for developing staff understanding of :

> the assessment criteria that are applied to all internal assessments forming part of Diploma principal learning

> controlled conditions that must be complied with when learners produce their assessment evidence

> external and internal administration requirements

> the consortium's assessment policies and procedures.

Questions for consideration

6

31

1. Have we:

    › got a Diploma team for each line of learning/project? ☐

    › carried out an audit of staff skills and responsibilities? ☐

    › ensured that there are adequate and appropriate resources available for
    LAs/DAs to carry out their roles/responsibilities? ☐

    › identified time required to carry out LA/DA roles? ☐

    › allocated adequate time in order for LAs/DAs to carry out their responsibilities? ☐

    › ensured funding is available to support LAs/DAs' attendance at CPD sessions? ☐

    › ensured time is allowed for all relevant staff to get feedback from those
    people who receive CPD/training? ☐

2. Have we ensured that staff understand other components of the Diploma
    qualification, for example, personal learning and thinking skills and
    functional skills? ☐

3. Have we identified potential training providers? e.g. Training and
    Development Agency for Schools, Lifelong Learning UK (LLUK), awarding
    bodies, QCDA, Specialist Schools and Academies Trust (SSAT) ☐

Supporting materials

6

All materials can be downloaded from www.qcda.gov.uk/internalassessment

Item	Application	Who's it for?
Diploma delivery resources checklist	This document can be used to consider overall staffing resources required and any issues surrounding that provision.	CM LA
Preparations for an internal assessment regime – planning checklist	This document can be used to record: (a) staffing resources available for an individual line of learning (b) teaching, learning and assessment resources provided by the awarding body for that line of learning.	CM LA DA
Lead assessor staff skills audit checklist	This can be used to check against the complete set of skills as laid out in the QCDA *Training guide for lead and domain assessors*. It is provided in word format so it can be adapted to suit local needs. For example the lead assessor role may be split amongst more than one individual which means some of the skills will not be appropriate for all individuals.	CM LA
Domain assessor staff skills audit checklist	This should be used in conjunction with the QCDA *Training guide for lead and domain assessors*. It is provided in word format so it can be adapted to suit local needs.	LA DA
Diploma CPD/ training planner	This is a generic document which can be used to track and record the CPD for an individual member of staff.	CM LA DA

Links and references

6

QCDA online resources

Look at the *Staff development* pages of www.qcda.gov.uk/internalassessment for lead and domain assessor training materials, particularly:

❯ LA 1 – *Understand the role and responsibilities of a Diploma lead assessor*

❯ LA 2 – *Evaluate consortium capabilities, systems and resources*

❯ DA 1 – *Understand the roles and responsibilities of the Diploma lead assessor*
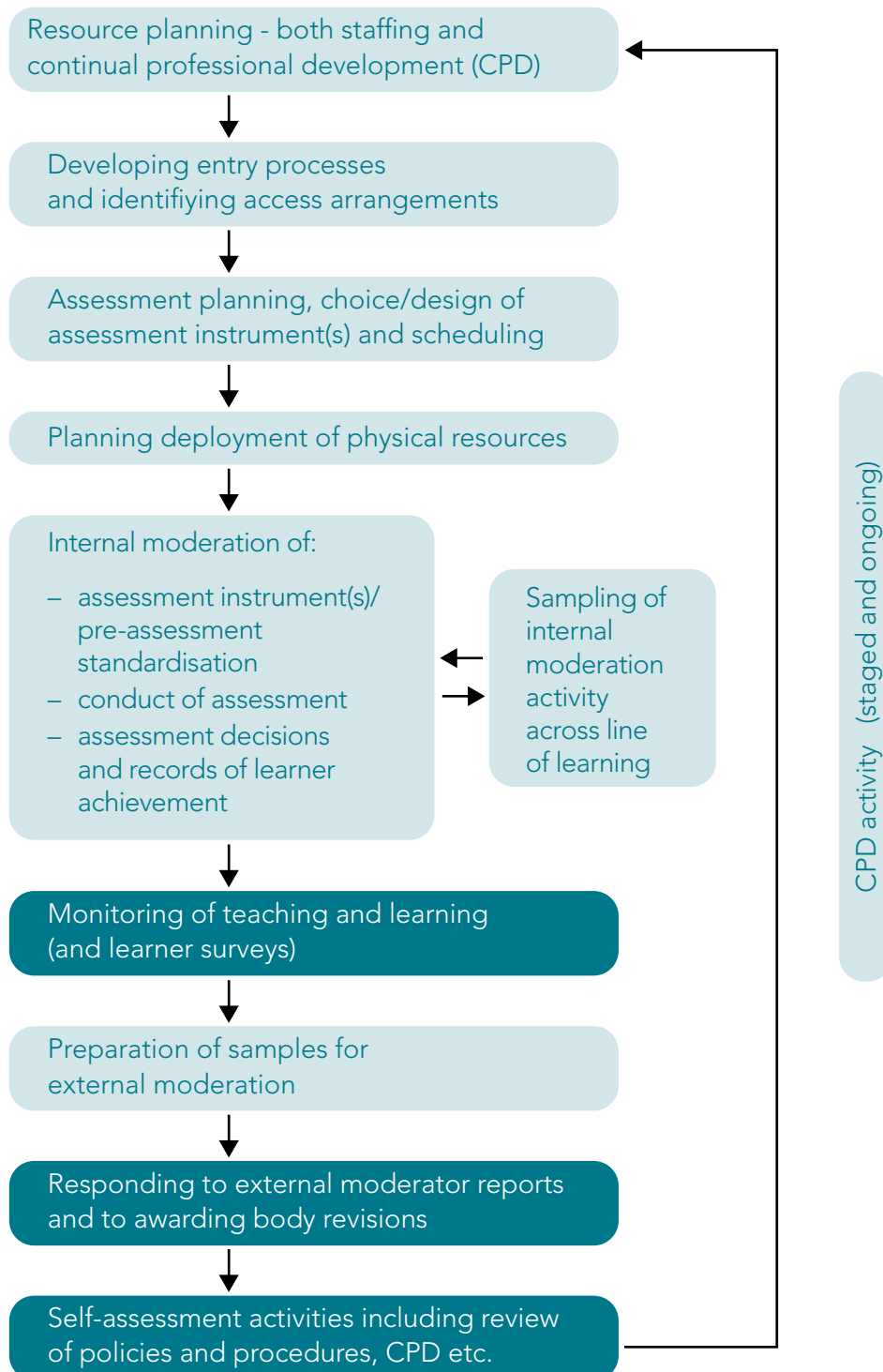
Other organisations' online resources

Diploma-support.org training pages (www.diploma-support.org/trainingandsupport)

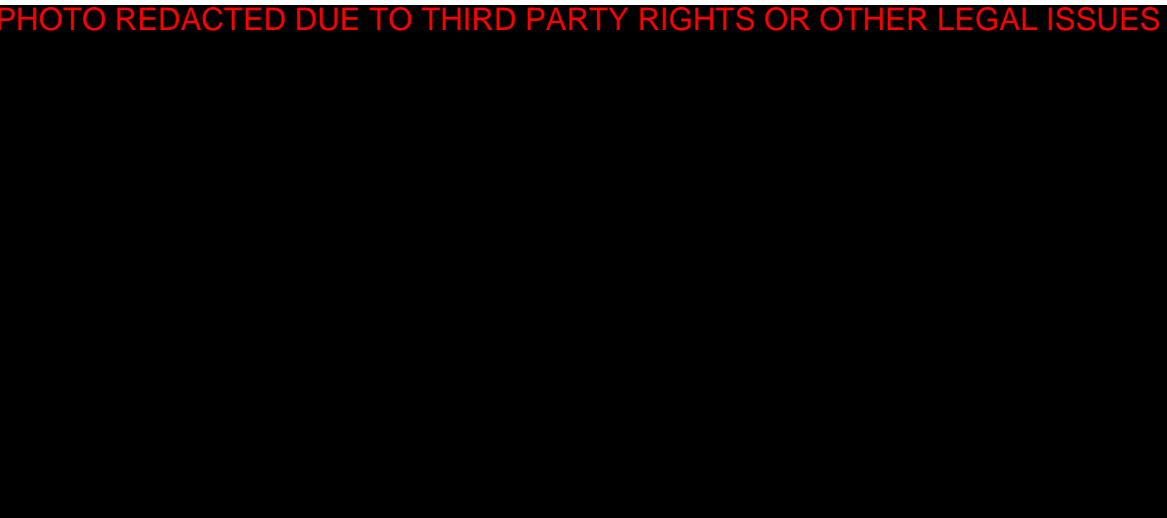Edexcel – search for 'roles in consortia' on www.edexcel.com

✎ Notes

Review and evaluation

Resource planning - both staffing and continual professional development (CPD)

↓

Developing entry processes and identifiying access arrangements

↓

Assessment planning, choice/design of assessment instrument(s) and scheduling

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CPD activity (staged and ongoing)

7

Introduction

7

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Learning from experience is always valuable, not just in terms of time and resource, but it also offers the opportunity to enhance the experience learners can receive from the outset.

The consortium management is responsible for ensuring that:

> consortium policies and procedures are communicated appropriately and are regularly reviewed

> feedback from awarding bodies on the consortium's internal assessment of principal learning and project components is reviewed and actions required are followed through.

They will also need to identify what information concerning assessment outcomes and internal quality monitoring activities will be required from the lead assessor and how evidence from each partner's self-assessment activity will contribute to the overall evaluation of Diploma provision.

The lead assessor is responsible for ensuring that, for each Diploma line of learning, all staff contributing to delivery have regular opportunities to review and evaluate:

> teaching and learning provided to learners on all units

> setting, conduct and marking of internal assessments for all units

> any systems that enable learners to receive regular feedback on their performance for units involving internal assessment

> any systems that enable the delivery team to review and evaluate feedback received from the awarding body with regard to internal assessment.

Introduction

7

The domain assessor is responsible for ensuring that all staff contributing to delivery for a line of learning/level have regular opportunities to review and evaluate:

> teaching, learning, and assessment opportunities provided to learners on all units
> differences between learner performance on units and the reasons for those differences
> setting, conduct and marking of the assessment for all internally assessed units.
> feedback received on internal assessments from an awarding body.

Outputs from the review and evaluation process should enable the consortium to identify:

> what they do well
> what needs improving and how improvements can be achieved, monitored and evaluated
> how quality is consolidated and sustained, and improvement ensured.

These outputs could also be fed into the self-assessment process and quality improvement cycle.

Questions for consideration

7

1. Have we set up review and evaluation procedures to cover:

   › internal moderation activities? ☐

   › other areas, for example, coverage and recording of personal, learning and thinking skills, whether fucntional skills is embedded and whether employer engagement has worked? ☐

   › feedback from awarding bodies? ☐

   › feedback to learners? ☐

   › whether LA(s) is/are carrying out roles and responsibilities effectively? ☐

   › whether DA(s) is/are carrying out roles and responsibilities effectively? ☐

   › staff development needs? ☐

2. Is there any difference between the performance of learners on different units of a Diploma line of learning, or indeed between lines of learning? ☐

Supporting materials

7

All materials can be downloaded from www.qcda.gov.uk/internalassessment

Item	Application	Who's it for?
Review and evaluation checklist	A checklist which can be used to identify the areas for review and evaluation. This can be adapted for individual lines of learning.	CM LA DA
Action plan template	A generic template for recording actions agreed to address any issues that may have arisen during the review and evaluation.	CM LA DA
Checklist – effective feedback loops	Part of the review and evaluation will be to feedback lessons learned and information received. This checklist can be used to consider the feedback loops that can be used across the consortium.	CM LA DA

Links and references

7

QCDA online resources

Look at the *Staff development* pages of www.qcda.gov.uk/internalassessment for lead and domain assessor training resources, particularly:

- ❯ *LA 5 – Quality assurance of internal assessment processes*
- ❯ LA 6 – *Review and evaluate learning, teaching and assessment*
- ❯ LA 9 – *Advise and guide on ethics, equality, diversity and fairness in assessment*
- ❯ DA 8 – *Contribute to the quality assurance of assessment in the consortium*

✎ Notes

About this publication

Who is it for?

> Senior managers and consortium staff

> Those who will take on the responsibilities of lead assessor and domain assessor within their consortium.

What is it about?

Supporting consortium management (and lead and domain assessors) to plan and deliver robust and consistent internal assessment for the Diploma.

Related publications

Delivering the Diploma – a guide to managing internal assessment (QCA/09/4255)

Delivering the Diploma – a training guide for lead and domain assessors (QCA/09/4256)

Delivering the Diploma – managing internal assessment – an introduction (QCA/09/4257)

For more copies

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