



Strategic Area Partnership Group
North Hertfordshire

Practitioner Guide to **Controlled** **Assessment** **for the 14 -19** **Diploma**

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Preface

The North Hertfordshire Strategic Area Partnership Group (SAPG) is committed to the development of Diploma learners who are confident in their use of functional English, Maths and Information Technology; have developed generic employability skills for the 2020 work place and have the conceptual and theoretical knowledge and understanding relating to a particular sector.

To facilitate this, the SAPG needs to establish sustainable work practices, procedures, administrative systems and paperwork that are consistent across all Diploma lines at all levels. Each person involved with the assessment process needs to know what their individual responsibilities are and what the responsibilities of others are for the system to work effectively and with integrity.

This Practitioner Guide for Diplomas outlines the responsibilities, practices and procedures for all involved.

What is Controlled Assessment ?

Controlled Assessment is the term that refers to a set of controls, set by QCA, which govern how internal assessment (coursework) is managed. Internal assessment forms the major part of all Diploma qualifications. Internal assessment is based on learners completing a number of applied tasks (coursework) and is split into three stages: **Task Setting**, **Task Taking** and **Task Marking**. In each case, a level of control will be set, High, Medium or Low; each line of learning has its own set of controls and for each unit assessment activity, either a recommended time or a word count must be given by the Awarding Body. The Unit assessments will be broken down into tasks that form an assignment that will meet the learning outcomes relating to that unit.

Task Setting

Where **High control** is set then the Awarding Body must set the task, but depending on the Diploma Line of Learning rules, it could be adapted by the Teaching Centre (TC) to take account of local needs. Where **Medium control** has been set then the TC or Awarding Body will set the tasks. Where the TC sets the task then the awarding body must give criteria for the TC to follow. Where **Low control** has been specified this means that the task is set by the TC, but the awarding body must provide exemplars.

Task Taking

Time – Limited Control

Each unit within the Diploma has an allocation of Guided Learning Hours for assessment. This is defined as 'the time to be spent generating evidence for assessment, and covers all tasks and/or aspects of the assessment which carry marks in the unit marking grid. The unit marking grid and guidance for allocation of marks can be found within each unit of the Line of Learning Specification. Activities to support the assessment such as setting up equipment or researching data are not included in the time allowance if they do not carry marks. While it is not a requirement that this time should be observed to the minute for internal assessments, it should be taken as **strong guidance** and variance should not normally be by more than plus or minus 10%. Learners given significantly less time may well be disadvantaged in relation to the quality and breadth of work they can produce, while those given significantly more will be disadvantaged by an excess of time spent on assessment rather than learning.

Resources – Limited Control

Unless otherwise stated in the individual unit specification, learners are entitled to have full **access to all resources** seen fit for purpose by the TC tutor/assessor. Any specific resources (e.g. equipment, published material) required or prohibited for assessment will be detailed in the individual unit. For example, if the assignment task set requires the learners to produce a power point presentation as evidence of a learning outcome that all learner have access to a PC with the power point software installed.

Supervision – Medium Control

Learners must normally be supervised by the TC tutor/assessor whilst producing evidence for the summative assessment activity, unless otherwise stated in the individual unit specification. Supervision is defined as normal classroom/workshop/studio working conditions, with the **tutor/assessor being present** in the same room whilst the summative assessment evidence is produced by the learner, but not requiring examination conditions such as complete silence and no movement around the room. For example in the Business, Administration and Finance Diploma learners may be set a group task of pitching a product in

a Dragon's Den type scenario where their individual contribution to that pitch is assessed in terms of meeting a Learning Outcome.

Task Marking

This will have either **High** or **Medium** control set. **High control** means that the Awarding Body must mark the task for example in Business Studies A' Level where learners are set an exercise which is completed under High control conditions and their work is then submitted to the Awarding Body for marking. There is no internal assessment involved. **Medium control** has been set for Diploma coursework which means that the work will be assessed by the tutor, internally standardised by the Domain Assessor across the consortium and then moderated by the Awarding Body either through a visit from an external verifier or through an external moderation process. Different Awarding Bodies will use different processes for checking that the appropriate standards are met. For example, Edexcel will request a sample of completed assessments that have been marked and internally standardised, from each Teaching Centre for each completed unit within that line of learning; whereas AQA are using a 2 stage external moderation process which involves an external moderator visiting a Teaching Centre and meeting with the Domain Assessor to sample work that has been internally assessed to verify that the national standards are being met.

The following controls have been set by Edexcel in Annexe E for all their Diplomas at all levels.

<http://www.edexcel.com/migrationdocuments/Diploma/Annexe-E-phase-2.pdf>

Aspect	Level 1	Level 2	Level 3
Task Setting	Limited	Limited	Limited
Time	Limited	Limited	Limited
Resources	Limited	Limited	Limited
Supervision	Medium	Medium	Medium
Collaboration	Limited	Limited	Limited
Marking	Medium	Medium	Medium

Why are Controlled Assessments needed?

A QCA report, published in the autumn of 2006 said that coursework had become "less valid" and that two-thirds of teachers surveyed for the study had said they did not think coursework was valid and reliable.

<http://www.edexcel.com/migrationdocuments/Diploma/Annexe-E-phase-2.pdf>

The purpose of Controlled Assessment is to ensure that the work submitted by learners is valid and reliable and to enable assessors to confidently authenticate candidates' work.

From September 2009 all Diploma and GCSE coursework will have come within the remit of the controls that have been adopted by awarding bodies and the teachers supervising the assessments. BTEC and OCR National qualifications are not subject to the same level of controls.

The implementation of Controlled Assessment will allow tutor's to authenticate with confidence that the submitted work is the candidate's own work.

The Assessment Process For Principal Learning

Applied Learning takes place

Controlled Assessments written by Development Team and approved by Awarding body

Task setting with controls clearly identified, reflecting the aggregation of learning outcomes to full unit

TUTOR

LEARNER

Professional Dialogue with learner with regards to progress with assessment

Learner completes tasks under specified controlled conditions with regular dialogue from Tutor. Learner to record dialogue on Record of Professional Dialogue.

Tutor to provide interim assessment marks at level of learning outcome on a regular basis to the TC Administrator for inclusion on Teaching Centre Tracking System and Central Tracking System

Learner to ensure that assessment is in an appropriate format for submission

Tutor attend Standardisation Meeting to review mark scheme, where possible with samples of work

Review and finalise assessment for submission and complete Candidate Record Sheet

Tutor to mark assessment, check Candidate Record Sheet and submit sample for internal standardisation to Domain Assessor

Submit assessment to tutor

Tutor submits final marks to Exams Officer and Administrator for submission to Awarding Body and to be updated on the Teaching Centre Tracking System and the Central Tracking System

Tutor to support learner with review and check that Unit Review Sheet has been completed

Learner to review assessment and complete Unit Review Sheet

Guide to good practice in task setting

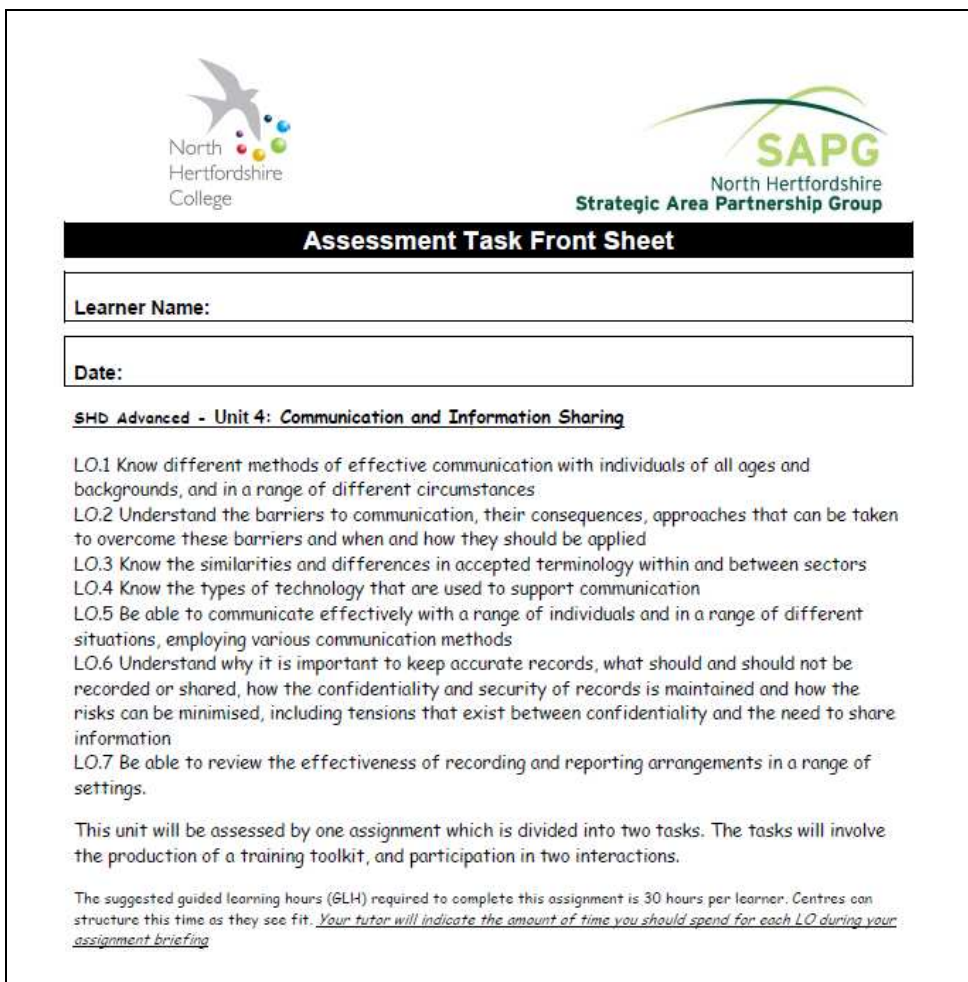
Learners will benefit from the following.



1. Agreement within and across the TC to use the same assessments.

It may be that there will be minor differences in the detail e.g. in Creative and Media there may be a different focus for example dance, drama, music, art etc. or in Business, Administration and Finance different teaching centres may focus on different companies.

2. Assessments should be published in advance

Assessments should be given to the learners at the beginning of the unit which include the Learning outcomes, details of the tasks to be undertaken, a record of controlled assessment time and the candidate record sheet from the Awarding Body.



Assessment Task Front Sheet

Learner Name:

Date:

SHD Advanced - Unit 4: Communication and Information Sharing

LO.1 Know different methods of effective communication with individuals of all ages and backgrounds, and in a range of different circumstances
LO.2 Understand the barriers to communication, their consequences, approaches that can be taken to overcome these barriers and when and how they should be applied
LO.3 Know the similarities and differences in accepted terminology within and between sectors
LO.4 Know the types of technology that are used to support communication
LO.5 Be able to communicate effectively with a range of individuals and in a range of different situations, employing various communication methods
LO.6 Understand why it is important to keep accurate records, what should and should not be recorded or shared, how the confidentiality and security of records is maintained and how the risks can be minimised, including tensions that exist between confidentiality and the need to share information
LO.7 Be able to review the effectiveness of recording and reporting arrangements in a range of settings.

This unit will be assessed by one assignment which is divided into two tasks. The tasks will involve the production of a training toolkit, and participation in two interactions.

The suggested guided learning hours (GLH) required to complete this assignment is 30 hours per learner. Centres can structure this time as they see fit. Your tutor will indicate the amount of time you should spend for each LO during your assignment briefing

3. Assessments should have recommended timings relating to completion of the tasks set.

This allows the learner to understand what is considered to be a reasonable amount of time to complete a task thereby reflecting real working practices. This may take the form of a discussion with learners prior to the assessment task or if appropriate written into the assignment brief.

4. Tutors monitoring the learner’s progress with the assessment

Tutors should keep a record of the number of hours spent on the assessment task by each learner by completing the “**Record of Controlled Assessment Time**” on the front of each assignment brief. This will help tutors keep an accurate record of progress and enable both the learner and the tutor to identify where a learner is entitled to an additional controlled assessment slot to complete the task set.

Record of controlled assessment time - recommended assessment time: 30 hours

Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials
Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials
Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials
Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials	Date	Time Spent in Hours	Teachers Initials

SHD Advanced - Unit 4: Communication and Information Sharing

5. Tutors should keep a record of marks achieved on individual learning outcomes.

Marks should be recorded within a unit as individual tasks are marked and completed. These should be input on the tutor version of the tracking sheets for that unit. (These marks may change when assignments are submitted for final assessment.) These marks should then be transferred onto the **Teaching Centre Tracking System** working through the administrator and uploaded onto the **Central Tracking System** on the SAPG website. Once the final assessment has taken place then the marks awarded should be adjusted where necessary by the administrator. It is expected that these records will be updated on a monthly basis.

Guide to good practice in Task Taking and Controlled Conditions

Not all aspects of assessments will require controlled conditions but where learners are involved in completing written assessments or specific practical tasks individually, the following best practice would make the process clearer and more productive for all concerned.

1. A whole group learner led discussion/planning session about the task.

This discussion/planning session for the controlled assessment should take place prior to the assessment allowing the learners to clarify any misunderstandings prior to completion of the task set. Where this has been trialled the subsequent controlled session has been more focused and a higher standard of work produced.

2. Where controlled assessment tasks require the use of IT.

Tutors should organise this within their centres **in advance**, to ensure that appropriate technology is available and all learners can be appropriately supervised during the controlled session.

3. Set up either specific controlled assessment user areas or issue USB memory sticks.

Tutors should either set up **specific controlled assessment user areas** that can be enabled and disabled at the beginning and end of controlled sessions or alternatively **issue USB memory sticks** to learners that can be issued and returned at the start and end of controlled sessions.

4. A clear set of expectations with regard to behaviour during controlled assessments.

Tutors should emphasise the need for concentrated individual sessions where communication only relates to the tasks and learners do not distract each other. Experience has shown that although learners initially find this difficult after a few sessions they are happy to work independently without constant reference to their peers or tutor.

5. Learners should have an understanding of the time allocated to completing the assessment task.

Tutors should make sure that learners are aware of the time allocated to complete the assessment task being undertaken

6. A Professional dialogue with their tutor during each task to discuss progress with that task.

This has been shown to be particularly beneficial where this emulates the sort of discussion that would take place between a manager and an employee working on a project. Details of this dialogue being recorded by the learner during the meeting and included with the final submission of their portfolio in the form of an appendix

Record of professional dialogue relating to Unit			
Date	Record of dialogue (to be completed by the learner)	Tutor Signature	Learner Signature

7. Allow learners to review.

Tutors should organises a controlled session within the time allocation which does not have a specific task attached to it but will allow the learners to review and amend the work that they have completed to date

8. A meeting with their tutor to review their final submission.

Tutors should organise a discussion on how to improve future submissions, which will ensure that the learners benefit progressively from the review process. Learners should keep a record of this review as evidence of reflective learning relating to the PLTS on the Unit Review Sheet. ***(Learners should not be allowed to make any amendments to their final submission at this point.)***

Unit Review Sheet				
Unit Name	Date	Record of review (to be completed by the learner)	Tutor Signature	Learner Signature
		What went well with this unit ? What didn't go well with this unit ? What could I do better next time ?		

Guide to Good Practice in Task Marking - Standardisation, Marking and Annotation

Learners will benefit from the following

1. Tutors attending meetings across the consortium to discuss and standardise on the mark scheme relating to that unit.

This meeting should take place with the Domain Assessor before the final controlled session and prior to final submission to ensure that all tutors have the same understanding of how to apply the mark scheme. Where possible tutors should bring examples of work completed on the unit to this meeting to share with other centres.

2. Learners' final submission being marked by the tutor within two weeks of the final submission date.

Occasionally a learner will fail to put all the necessary assessment evidence in their final submission. This can then be picked up by the tutor prior to the internal standardisation process.

3. Tutors annotating scripts.

Tutors should clearly identify throughout where the learner has achieved a particular Learning Outcome and then justifying the marks awarded.

Dippa Frost

SHD Higher: Unit 1 Principles Values and Personal Development

L.O.1

Diversity

The candidate has outlined, described and explained the meaning of at least 6 terms and given clear examples showing full understanding. The candidate has made a number of connections between the terms. Therefore the candidate has been awarded mark band 3. 10 marks

Diversity means that we understand that each individual in society is unique and that we are all different. It could be that in my class I have classmates that are of different races, religious beliefs, physical abilities, sexual orientation, ages, gender. In the community justice sector a policeman should accept differences and try to understand them rather simply tolerate them because he has to.

For example a PCSO has to respect that in certain religions a woman should not be left alone with a man who is not her husband and will refuse to speak to him/her without her husband present. She is not being rude and unco-operative.

Culture

Outlined, described and explained with an example.

4. Tutors indicating where a learner has completed most of the criteria for mark band 1, but has also included some evidence that meets mark band 2 or 3.

Tutors should annotate scripts identifying and justifying how they have come to a decision about the marks awarded in this situation. Diploma work should be marked using a best fit model, it is not a hurdle model. It is possible to award a higher mark even if the learner has not completed everything in mark band 1.

5. Tutors contacting Domain Assessors and discussing any work that they feel unsure about how to assess.

The Domain Assessor is available to support tutors in applying the assessment criteria and to resolve any queries with the Awarding Body where necessary.

6. Tutors ensuring that learners are aware of the appropriate way in which the work should be submitted.

This should include the use of contents page, pagination, spell check, referencing, bibliography and appendices.

7. Final assessment portfolios being submitted as professional documents in a work related context.

Tutors should recognise that learners need to produce portfolios that could be viewed as professional documents in a work related context. They should support learners to achieve this throughout the assessment process.

8. Tutors marking all work and then submitting the marks awarded for each learner to the Domain Assessor (PCL) in order for the internal standardisation process to take place.

The Domain Assessor will request a sample of students work from the tutor once all marks, for all learners at that teaching centre have been received. This can be supplied by completing the tracking system.

Guide to good practice when there is a change of tutor for a unit part way through the course

On occasions there will be a change of tutor on a course or unit either due to ill health or progression. Where this happens the following guidance will support a smooth transition for the learners concerned.

1. Outgoing tutor should provide an up to date picture of learner progress.

The outgoing tutor should provide an up to date picture on exactly where the learners are in relation to the scheme of work and the assessment tasks completed for that unit.

2. The course leader within the TC to ensure that the marking of individual tasks is up to date.

Course leader should ensure that the marking of individual tasks is up to date and that details are recorded on the tracking system for each learner on a regular basis.

3. The course leader speaking to the tutor about learner progress

The course leader should speak to the outgoing tutor and identify any ongoing issues with regard to attendance, completion of tasks set and ensuring that the incoming tutor is aware of all aspects of how the course is structured, how the Diploma is assessed, where the learners are within the unit and what the arrangements are for partnership working.

4. Where there is a single member of staff within a TC delivering the Principal Learning that the SPOC contacts the relevant PCL.

In these circumstances the SPOC should inform the PCL of the change of tutor so that the PCL can arrange a meeting with the incoming tutor to ensure continuity and that the relevant support can be given.

Guide to good practice in relation to a missed controlled session or failure to achieve a unit.

Course leaders within the Teaching Centres will need to identify as early as possible where a learner has, missed a controlled assessment and has not completed all the tasks for an assessment or where a learner has failed a unit and will need to re-submit that unit through a new assignment.

1. The learner's performance on assessments to date should be aggregated and an ongoing average maintained by the tutor and administrator within the teaching centre so that learners are advised **only where necessary** to repeat a controlled assessment.
2. Where the learner's HC is also their TC and there is a discreet group of learners belonging solely to that institution then the course leader working through the SPOC should put in place controlled sessions that the learners could attend after school/college in order to complete the work.
3. Where the learners are part of a rainbow group and need to catch up on missed controlled sessions, due to absence, the TCs will need to inform the HCs by working through their SPOC and the Diploma Administrator to agree when and where the controlled sessions will be held in order that the learner might catch up. Course leaders should use the "Additional Controlled Assessment Form" to facilitate this process where these sessions cannot be planned into the Diploma Day. This could be achieved by:
 - i. building in review/catch up controlled sessions into the scheme of work and the assessment schedule for each unit, thereby allowing the learners to use that session to catch up on a missed session;
 - ii. negotiating with the learner, parents and HC that the additional controlled assessments will take place, after school or during a holiday, at the TC;
 - iii. negotiating with the HC that the learner completes a supervised controlled session at their HC under appropriate supervision. However in this case tutors should arrange a **professional dialogue** during the Diploma Day to ensure that the learner is on the right track;
 - iv. centrally arranging a supervised Diploma Line of Learning controlled session to take place during the holidays. *e.g. Each TC could offer one days teaching supervision over the summer holiday where all learners at a particular level could be brought together at one venue. This would allow learners to choose dates that do not clash with their summer holidays.*

Notes

Where there is a need for the learner to complete a practical task using specialist equipment tutors should arrange for this to take place during the Diploma Day where at all possible. This may mean drafting in support to supervise the rest of the group whilst the tutor supervises the practical task. (possibly enlisting PCL for support where available).

Where there is a need for the learner to complete a presentation as an assignment task this could take place at lunchtime on the Diploma Day.

4. Where the learner is part of a rainbow group and has failed a unit, TCs will need to inform the HCs by working through their SPOC and the Diploma administrators as to when and where the controlled sessions will be held. Course leaders should use the “Additional Controlled Assessment Form” to facilitate this process where these sessions cannot be planned into the Diploma Day. This could be achieved by:
 - i. negotiating with the learner, parents and HC that the additional controlled assessments will take place, after school or during a holiday, at the TC;
 - ii. negotiating with the HC to enable the learner to complete a supervised controlled session at the HC under appropriate supervision. However, in this case course tutors should arrange a **professional dialogue** during the Diploma Day to ensure that the learner is on the right track.
 - iii. centrally arranging a supervised Diploma Line of Learning session to take place during holidays. *e.g. Each TC could offer one days teaching supervision over the summer holiday where all learners at a particular level could be brought together at one venue. This would allow learners to choose dates that do not clash with their summer holidays.*
 - iv. negotiating with the learner, parents and HC working through the SPOCs for learners to access the controlled sessions relating to that unit/units in the Year 10 programme of study on a Thursday.

Guide to good practice in relation to implementing the appeals process

On occasions there will be situations when learners have differing views about an assessment decision to their Assessor.

In these circumstances the following procedure should be followed.

Stage 1

A meeting should take place to discuss the difference of opinion between the Assessor and the Learner at the earliest opportunity. The Assessor should provide a clear explanation and re-examine the evidence with the learner.

Most appeals should be resolved at this stage. If the learner continues to be unhappy then the appeal should move to **Stage 2**.

Stage 2

The learner will need to complete a Learner Appeals Procedure Form and this should be submitted with the assignment/assessment evidence to the Domain Assessor (DA) within 24 hours. The DA will reconsider the decision and inform the Learner and Assessor of his/her decision within 5 working days.

This decision will be entered on the Learner Appeal Form.

If the learner is still unhappy then the appeal will progress to **Stage 3**

Stage 3

At this stage, the Appeals Procedure Form and relevant evidence will go to an Appeals Panel which would include the Learner, a friend (if they wish), the original Assessor, the DA (stage 2) and the LA (Lead Assessor).

The panel will reach a decision within 10 working days and the LA will notify, in writing, all parties of the outcome. The decision of the Appeals Panel is final for most qualifications. For some qualifications, the External Moderator, appointed by the Awarding Body, may be requested to investigate the appeal and the Awarding Body's decision is final. The Awarding Body may charge the learner a fee. Learners should be informed of any charges prior to proceedings.

LEARNER APPEAL

Name of Learner: Programme Title:

Assessor: Internal Verifier:

Date of Assessment: Unit(s) Assessed:

Stage 1

Assessor's comments:

Assessment details:

Learner's reasons for appeal:

Learner's signature: Date:

Assessor's signature: Date:

Assessor's decision, based on Stage 1 procedure:

Date appeal received: Date of reply

Name:

Signature:

Flow diagram of Domain Assessor Role in Controlled Assessments

Domain Assessor should familiarise themselves with the assessment criteria for each unit of the line of learning.



DA should attend meetings held by the Awarding Body about the requirements, expectations and implications for learners that relate to the assessment criteria for that line of learning

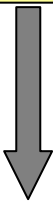


DA should meet with the delivery team on a regular basis to ensure that tutors/assessors are familiar with the requirements of the Awarding Body

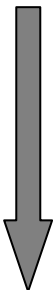
Domain Assessor

Tutor / Assessor

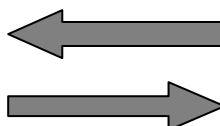
DA verifies that the Controlled Assessment Brief meets the Awarding Body requirements in relation to the assessment criteria for that unit



Domain Assessor arranges and chairs meeting to allow delivery; tutors and assessors to standardise on the assessment criteria for that unit, cross marking where possible



Domain Assessor to mark sample from each centre submitting unit and give written feedback on Domain Assessor Feedback Sheet



Tutor/assessor produce Controlled Assessment Brief relating to a unit using the Awarding Body criteria



Tutor/assessors deliver unit and supervise controlled sessions.



Tutor to attend meeting to standardise on the assessment criteria with DA and other delivery tutors and assessors.



Tutor to have professional dialogue with learner about progress to date.



Learner submits final assessment to tutor. Tutor to mark assessment.



Tutor to provide sample of marked work to Domain Assessor for standardisation. Tutor to amend any marking in light of Domain Assessor's comments and submit final marks to Awarding Body

Role of the Domain Assessor

The Domain Assessor should take overall responsibility for the application of the standards in all assessment that takes place within a particular line of learning offered by the SAPG. In North Hertfordshire SAPG the Domain Assessor role is undertaken by the Partnership Curriculum Leader for that line of learning.

The Domain Assessor role involves

- Developing staff understanding of the requirements of the line of learning and the consortium's assessment policies and procedures.
- Quality assuring the assessment activities undertaken for that Diploma.
- Quality assuring standards of internal assessments
- Monitoring teaching centres to ensure that both the internal and external administrative requirements are met.
- Reviewing and evaluating assessment practice, including feedback from the Awarding Bodies

Guide to Good Practice

The Domain Assessor

1. Should understand the relationship between the assessment requirements and how these contribute to the learning through the schemes of work and assessment plans.
2. Should attend Awarding Body training relating to the Principal Learning to ensure that they remain up to date in terms of how the requirements change.
3. Should meet with delivery teams in all Teaching Centres on a regular basis (monthly) to ensure that tutors are familiar with and understand the Awarding Body's requirements, expectations and the implications for learners.
4. Should check that tutors are providing interim and final assessment marks to administrators for inclusion on the both the Teaching and Central Tracking System on a monthly basis.
5. Should lead the development and design of assessment activities that are fit for purpose and meet the assessment requirements of the Awarding Body.
6. Should ensure that where more than one TC is involved in the delivery of a course at a particular level, that the assessment activities used are valid, fit for purpose, reliable, robust, fair, equitable and consistent. In practice this means ensuring that TCs use the same assignment brief, apply the same time allocations, controlled conditions and review/feedback practices.

7. Should through the Operational Group meetings establish a regular agenda item to discuss assessment issues and to share good practice between assessors across all levels of the line of learning.
8. Should organise and chair standardisation meetings to focus on how the assessment criteria should be applied within a particular unit. These should where possible take place during the delivery of the unit to ensure that tutors are fully aware of the assessment requirements of that particular unit.
9. Should sample students' completed and assessed work from each TC, for each unit, to ensure that work has been assessed accurately in line with the Awarding Body's assessment criteria. Where these standards have not been applied accurately, give feedback to the assessor and support the assessor to understand what they need to do to address this using the Domain Assessor Feedback Sheet and where possible meeting with the assessor concerned.
10. Should review the examiner's reports and moderator's reports for each assessment series and produce a briefing sheet for the delivery team that identifies lessons to be learned. These should be reviewed at Operational Group Meetings and an action plan produced to address any issues identified.
11. Complete an exams analysis across the TCs within that line of learning
12. Should meet with the Lead Assessor on a regular (every half term) basis to discuss any issues relating to assessment practice.

Domain Assessor sampling strategy and use of feedback sheet

1. The Domain Assessor will request a copy of the final marks for all learners completing a unit from the tutor/assessor.
2. The DA will then identify between 4 -6 learners work to sample and notify the tutor/ assessor by e-mail of that sample.
3. The sample should include the learner with the top mark awarded, the bottom mark awarded and 2 median marks awarded.
4. The DA should blind mark the samples requested and then complete the Domain Assessor Feedback Sheet with both the Assessor marks awarded and their marks.
5. The DA should identify if there is any particular learning outcomes across the sample where there is a consistent discrepancy between their mark and the Assessor. In these circumstances the DA should instruct the Assessor in the comment box to re-visit this learning outcome for all learners.
6. Where there is more than a 5% difference in either direction between the Domain Assessor and the Assessor on a single learner's work then the DA should explain the reasons for this difference in the comment box.

7. Where there is more than a 5% difference in either direction between the Domain Assessor and the Assessor on two or more learners' work then the DA should request a further sample of the learners' work or visit the Teaching Centre to look at further work. In this situation the SPOC should be copied into any correspondence with the Assessor and a copy of the Internal Standardisation Feedback Form.

8. If there is a continuing variance, then the Domain Assessor should contact the Teaching Centre SPOC and arrange to meet with the SPOC and the Assessor to identify what support the Assessor needs in order to meet the standard.

Role of the Lead Assessor in relation to controlled assessments

The Lead Assessor (LA) is responsible for managing and leading all aspects of internal assessment of principal learning and the project components for all Diploma programmes offered by the consortium.

The L A is responsible for ensuring that policies and procedures are in place

The L A should liaise with Awarding Bodies with regard to assessment requirements and actively engage with discussions surrounding assessment with DCSF, QCDA and Awarding Bodies.

The L A should report to Consortium Management on a regular basis to report on progress with Controlled Assessments and any significant matters arising.

The L A should attend Awarding Body feedback sessions with Domain Assessor where issues with Controlled Assessments have been identified by Domain Assessor and report to consortium management any significant matters arising

L A to sample DA internal standardisation and feedback across a range of lines, levels and units to ensure quality and standard of approach

The L A should review analysis from D A and draw out any key learning points and produce consortium action plan to address these.

The L A should participate in joint observations with SLT in Teaching Centres to track guest learner experience and identify any significant matters relating to pedagogy or controlled assessments and report to Consortium management

The L A should update policies and procedures in light of analyses, observations and action plans if required.

Domain Assessor

DA to discuss with L A progress with Controlled Assessments every half term through Gateway 1,2,3, meetings

DA to attend Awarding Body feedback sessions on each assessment series in October and April

DA to provide sample of internal standardisation as requested by L A

D A to produce line of learning analysis and action plan in relation to assessments completed January and June

Consortium Management

Consortium Management meet with Senior Curriculum Leaders on fortnightly basis to discuss progress with administration issues and assessment issues.

Role of the Lead Assessor

The role of the Lead Assessor is to have overall responsibility for reporting to the SAPG for all aspects of the quality assurance of the internal assessments carried out for all the Diploma lines of Learning (Principal Learning and Project components) within North Hertfordshire.

The Lead Assessor role involves

- Managing and leading all aspects of internal assessment of Principal Learning and the Project components for all Diploma programmes offered by the consortium.
- Ensuring that assessment policies and procedures are in place in the consortium
- Ensuring adequate resources are allocated so that all Diploma programmes can conduct internal assessments effectively as required by the specifications
- Quality assuring assessment processes used in all Diploma programmes
- Ensuring that all administrative requirements for running the Diploma programmes are met
- Ensuring that review and evaluation procedures are in place to ensure relevant lessons are learnt within and between Diploma programmes.

Guide to Good Practice

1. Liaise with Awarding Bodies, QCDA, NAA, DCSF & SSAT about the assessment requirements across all lines of learning and actively engage with discussions surrounding assessment requirements within the Diploma.
2. Meet with Domain Assessors on an individual basis regularly (every half term) to discuss assessment activity and support through coaching.
3. Sample Domain Assessor internal standardisation and feedback to the TCs to ensure quality and standard of approach is consistent across the consortium. This would involve sampling a range of lines, levels and units across the year.
4. Attend Awarding Body feedback meetings with Domain Assessor where problems with the understanding of the assessment requirements have been identified.
5. Review exams analysis for each line of learning and draw out key learning points for dissemination across the consortia, produce and present report to Consortium Management. Support Domain Assessors to produce action plan for each line of learning.
6. Conduct joint observations with SLT within and across TCs to track the learner experience and identify any issues with pedagogy and practice in relation to the Diploma or procedures relating to controlled assessments. To be dealt with in generic report without identification of TCs involved

7. Update assessment policies and procedures in the light of exams analysis, on-going discussions with Awarding Bodies and QCDA, DCSF.
8. Liaise with Senior Curriculum Leader, Systems and Administration to ensure that administrative requirements of the Awarding Bodies are met.
9. Chair the Exams Officer Meetings.

Lead Assessor Sampling Strategy and Quality Assurance Feedback Sheet

The Lead Assessor should publish at the start of each academic year a list of which levels and units will be sampled across all lines of learning to the **Domain Assessors**.

The Lead Assessor will sample 2 units of work per line of learning, per year.

The Lead Assessor will review the assessment activity of both the Domain Assessor and tutor/assessor in the work sampled and feedback to the Domain Assessor on aspects such as administration, annotation of scripts, feedback, application of the assessment criteria and quality of work presented for assessment.

Assessment of the Project

Foundation Level

TCs are responsible for the assessment of the Project except where the HC has a policy of delivering the Project to all learners across the school in KS4. In these circumstances TC SPOCs will need to liaise with HC SPOCs and agree who is responsible for assessing the Project.

The PCLs will support Home and Teaching Centres by approving the Project proposals, where this support is requested by the SPOCs.

Where the institutional steering group identifies there is a need for support with domain assessing the Project then the institution can approach the Lead Assessor and request this service.

Higher Level

HCs are responsible for the assessment of the Project.

The PCLs will support Home and Teaching Centres by approving the Project proposals, where this support is requested by the SPOCs.

Where the institutional steering group identifies there is a need for support with domain assessing the Project then the institution can approach the Lead Assessor and request this service.

Advanced Level Extended Project

TCs are responsible for the assessment of the extended project.

The PCLs will support Home and Teaching Centres by approving the Project proposals, where this support is requested by the SPOCs.

Where the Institutional Steering Group identifies there is a need for support with domain assessing the Project then the institution can approach the Lead Assessor and request this service.

Where support with Domain Assessing the Project is requested.

Where SPOCs have asked for support from the Lead Assessor with domain assessing the project at any level, the SPOC will need to provide the Lead Assessor with completed marks for all learners within that cohort/group. The Lead Assessor will then contact the SPOC with a list of candidates whose projects should then be supplied to the Lead Assessor at the SAPG. Feedback will be provided on the DA Internal Standardisation Form to the SPOC.

Diploma Examination and Assessment Policies in North Hertfordshire SAPG

Date generated: 01/08/2009

Version: Draft 5

Contents

- **Policy introduction**
- **Policy scope**
- **Consortium authority and policy implementation**
- **Consortium timescales and deadlines**
- **Consortium exam and assessment policies**

1 Policy introduction

This consortium exam policy covers many management functions that will affect learners' progress in Diploma achievements. In order for all staff to understand and participate effectively, we have designated exam-related policies to be common across the consortium. We have also indicated within this document areas where policies are delegated to centres – often with guidelines on what those policies should cover and how they should operate.

An up-to-date copy of the consortium policy is available at North Hertfordshire SAPG Protocols for Partnership Working.

It is the responsibility of everyone involved in the consortium exam processes to read, understand and implement this policy.

2 Policy scope

This section describes the scope of the policy in terms of centres, lines of learning and timescale.

2.1 Details of centres

This policy covers the following centres:

Centre	Type	Centre number
North Hertfordshire College Stevenage	Further Education College	
Hitchin Girls' School	11-18	
John Henry Newman School	11-18	
Nobel School	11-18	
Meridian School	14-18	
Knights Templar School	11-18	
Marriotts School	11-18	
Barclay School	11-18	
Thomas Alleyne School	11-18	
Heathcote School	11-18	
Barnwell School	11-18	
North Hertfordshire College Hitchin	Further Education College	
Hitchin Boys' School	11-18	

The Priory School	11-18	
Brandles School	11-16	
The Valley School	11-16	
Stevenage Education Support Centre	11-18	
North Herts Education Support Centre	11-18	
Ridgemoind Training	Private Provider	

2.2 Lines of learning covered by this policy

This policy covers the following Diploma lines of learning at the levels indicated at the following centres:

Diploma line of learning	Level	Lead centre
Business, Administration and Finance	Foundation	North Herts College Stevenage
Business, Administration and Finance	Higher	North Herts College Stevenage
Business, Administration and Finance	Higher	Barclay School
Business, Administration and Finance	Higher	Barnwell School
Business, Administration and Finance	Higher	Nobel School
Business, Administration and Finance	Higher	The Priory School
Business, Administration and Finance	Advanced	Barclay School
Business, Administration and Finance	Advanced	North Herts College Stevenage
Construction and the Built Environment	Foundation	Ridgemoind Training
Construction and the Built Environment	Foundation	North Herts College Stevenage
Construction and the Built Environment	Higher	Barnwell School
Construction and the Built Environment	Higher	North Herts College Stevenage
Construction and the Built Environment	Advanced	North Herts College Stevenage
Creative and Media	Foundation	North Herts College Hitchin
Creative and Media	Higher	Barclay School
Creative and Media	Higher	Knights Templar School
Creative and Media	Higher	Nobel School
Creative and Media	Higher	North Herts College Hitchin
Creative and Media	Advanced	North Herts College Hitchin
Engineering	Foundation	Barclay School
Engineering	Foundation	North Herts College Stevenage
Engineering	Higher	Barclay School
Engineering	Higher	Heathcote School
Engineering	Higher	Hitchin Boys' School

Engineering	Higher	North Herts College Stevenage
Engineering	Advanced	North Herts College Stevenage
Hair and Beauty	Foundation	North Herts College Hitchin
Hair and Beauty	Higher	North Herts College Hitchin
Hair and Beauty	Advanced	North Herts College Stevenage?
Hospitality	Foundation	North Herts College Hitchin
Hospitality	Higher	North Herts College Hitchin
Hospitality	Advanced	North Herts College Hitchin
Information Technology	Foundation	North Herts College Stevenage
Information Technology	Foundation	Meridian School
Information Technology	Higher	Barclay School
Information Technology	Higher	Barnwell School
Information Technology	Higher	Meridian School
Information Technology	Higher	North Herts College Stevenage
Information Technology	Advanced	Barnwell School
Information Technology	Advanced	Meridian School
Information Technology	Advanced	North Herts College Stevenage
Society, Health and Development	Foundation	North Herts College Stevenage
Society, Health and Development	Higher	Barclay School
Society, Health and Development	Higher	Barnwell School
Society, Health and Development	Higher	Nobel School
Society, Health and Development	Higher	North Herts College Stevenage
Society, Health and Development	Advanced	Barnwell/Thomas Alleyne Schools
Society, Health and Development	Advanced	Nobel School
Society, Health and Development	Advanced	North Herts College Stevenage
Society, Health and Development	Advanced	Thomas Alleyne School

2.3 Duration of this policy

This exam policy is effective from September 2009.

This exam policy will be reviewed in June 2010.

3 Policy maintenance

3.1 Policy implementation

The overall authority for implementing this policy rests with:

Centre	Name	Position	Telephone	Email
Consortium-wide		SAPG Co-ordinator		
Knights Templar School		Assistant Head		
Brandles School		Headteacher		
The Priory School		Deputy Headteacher and SPOC		
Heathcote School		Head of Department and SPOC		
Barnwell School		Assistant Head and SPOC		
Hitchin Girls' School		Deputy Head and SPOC		
Barclay School		Deputy Head and SPOC		
Thomas Alleyne School		Assistant Head		
Hitchin Boys' School		Assistant Head and SPOC		
Marriotts School		Assistant Head and SPOC		
Meridian School		Assistant Head		
Nobel School		Assistant Head		
North Herts College Hitchin		Director of 14-19 Provision		
North Herts College Stevenage		Director of 14-19 Provision		
The Valley School		Headteacher		
North Herts ESC		Headteacher		
Stevenage ESC		Headteacher		

3.2 Policy maintenance

The overall authority for maintaining and amending this policy rests with:

Centre	Name	Position	Telephone	Email
Knights Templar School		Headteacher & Chair of SAPG		
Barnwell School		Headteacher		
Brandles School		Headteacher		
The Priory School		Headteacher		
Heathcote School		Headteacher		
Hitchin Girls' School		Headteacher		
Barclay School		Headteacher		
Thomas Alleyne School		Headteacher		
Nobel School		Headteacher		
Hitchin Boys' School		Headteacher		
Marriotts School		Headteacher		
Meridian School		Headteacher		
North Herts College Stevenage		Deputy Principal		
North Herts College Hitchin		Deputy Principal		
The Valley School		Headteacher		
North Herts ESC		Headteacher		
Stevenage ESC		Headteacher		

3.3 Authorities within centres

The individuals responsible for policy matters, by centre, are:

Centre	Name	Position	Telephone	Email
Barclay School		Deputy Headteacher		
Barnwell School		Assistant Headteacher		
Knights Templar School		Assistant Head		
Hitchin Boys' School		Assistant Head and SPOC		
Thomas Alleyne School		Assistant Headteacher		
Nobel School		Assistant Headteacher		
Heathcote School		Head of Department and SPOC		
Marriotts School		Assistant Head		
The Priory School		Deputy Headteacher and SPOC		
Brandles School		Headteacher		
Hitchin Girls' School		Deputy Head and SPOC		
Meridian School		Assistant Head		
North Herts College Stevenage		Director 14-19 Provision		
North Herts College Hitchin		Director 14-19 Provision		
The Valley School		Headteacher		
North Herts ESC		Headteacher		
Stevenage ESC		Headteacher		

Except where specified in a specific policy section, these individuals are responsible for implementation of the policy within their centre.

3.4 Responsibilities for lines of learning

The individuals responsible for policy matters, by line of learning and centre, are:

Line of learning	Centre	Name	Position	Telephone	Email
Business, Administration and Finance	North Herts College Stevenage				
Business, Administration and Finance	Barclay School				
Business, Administration and Finance	Barnwell School				
Business, Administration and Finance	Nobel School				
Business, Administration and Finance	The Priory School				
Construction & the Built Environment	Barnwell School				
Construction and the Built Environment	North Herts College				
Creative and Media	Barclay School				
Creative and Media	Knights Templar School				
Creative and Media	North Herts College Hitchin				
Creative and Media	Nobel School				
Engineering	Barclay School				
Engineering	Heathcote School				
Engineering	Hitchin Boys School				
Engineering	North Herts College				
Hair and Beauty	North Herts College				
Hospitality	North Herts College				
Information Technology	Barclay School				

Information Technology	Barnwell School				
Information Technology	Meridian School				
Information Technology	North Herts College, Stevenage				
Society, Health and Development	Barclay School				
Society, Health and Development	Barnwell School				
Society, Health and Development	Nobel School				
Society, Health and Development	North Herts College Stevenage				
Society, Health and Development	Thomas Alleyne School				

All queries about policies or their implementation should be referred to centre or line of learning representatives as listed in sections 3.3 and 3.4. They will determine whether exceptions are appropriate and should be allowed or whether the policy should be reviewed locally or escalated to a higher level.

Except where specified in a specific policy section, these individuals are responsible for implementation of the policy within their line of learning.

3.5 Communication and data sharing

The individuals responsible for communication and data sharing, by centre, are:

Centre	Name	Position	Telephone	Email
Hitchin Boys' School		Exams Officer		
Barnwell School		Exams Officer		
Knights Templar School		Exams Officer		
North Herts College		Exams Officer		
Thomas Alleyne School		Exams Officer		
Nobel School		Exams Officer		
Meridian School		Exams Officer		
Heathcote School		Exams Officer		
Barclay School		Exams Officer		
Marriotts School		Exams Officer		
The Priory School		External Assessment Manager		
Brandles School		Exams Officer		
Hitchin Girls' School		Exams Officer		

The consortium will uphold the terms of the current Data Protection Act in order to ensure that data processing and sharing can take place in a way that helps deliver objectives as regards education and training, furthers the interests of the individuals involved and the public more generally, while still respecting people's legitimate expectations and rights in relation to the privacy and confidentiality of their personal information.

4 Consortium timescales and deadlines

4.1 Line of Learning delivery plans

Delivery plans are developed for each line of learning as part of a consortium's Gateway application. Once line of learning approvals have been received, the PCLs will communicate their plans to the consortium. These will include the specifications to be followed for principal learning, the centres that will lead teaching and assessments and the likely volumes of learners at each level that can be accommodated. They will also lead any awarding body approvals that must take place.

The timetable for the consortium delivery centres for all lines of learning is as follows:

Task	Date task must be completed
Identification of consortium delivery centres for all lines of learning	June 2009
Consortium agreements on specifications and delivery	July 2009

4.2 Learner participation decisions

Home centres will determine whether they will offer participation in the Diploma lines of learning to their learners. Those that do so will provide details of learners by line and level to all consortium centres and will maintain accurate Diploma learner group details.

The timetable for learner participation decisions is as follows:

Task	Date task must be completed
Learner forecasts	June 2009
Preliminary Diploma learner groups	September 2009
Complete Diploma learner groups	October 2009

5 North Hertfordshire Examination and Assessment Policies

5.1 Responsibility for Delivery

- At KS4 Level 1, the Home Centre (HC) will take direct responsibility for the assessment and recording of the Personal Learning and Thinking Skills, the Functional Skills and the Work Experience. All other components will be dealt with by the Teaching Centre (TC)
- At KS4 Level 2, the HC will take direct responsibility for the assessment and recording of Personal Learning and Thinking Skills, Functional Skills, the Work Experience, the Project and the Additional and Specialist Learning. The Principal Learning will sit with the TC
- At Post-16 Levels 1 and 2, the TC will take full responsibility for all six components of the Diploma
- At Post-16 Level 3, the HC will take responsibility for the assessment and recording of the Additional and Specialist Learning and the TC will take responsibility for the assessment and recording of the other five components

5.2 Specification and awarding body selections, Diploma awarding bodies and component awarding bodies

Approach

- Principal learning specifications are determined by the Full SAPG
- Functional skills specifications are determined by Home centre
- Project and/or extended project specifications are determined by the Full SAPG
- Additional and specialist learning choices are determined by the Assessment centre
- Diploma awarding bodies will be determined by the Full SAPG
- Learners will be advised of the choice available by the Home centre.

5.3 Prior achievement

This is only relevant to Post-16 learners.

The following detail should be supplied to the exams officer of the Home Centre:

- Learner name and identifier
- Qualification, level, reference code, awarding body, date of achievement, centre where achieved

The exams office should process claims for valid prior achievement and monitor whether these achievements are credited to the correct learner account in the Diploma Aggregation Service. It is advisable to set deadlines for these processes to take place.

5.4 Registration and Entries

- All learners must be registered by the HC for a Unique Learner Number with MIAP (September), then with the Diploma Aggregation Service (October) and, finally, for Principal Learning, with the Approved Awarding Body, by October
- HC at KS4 Levels 1 and 2 will take responsibility for entry at appropriate time for Functional Skills
- TC at Post-16 Levels 1, 2 and 3 will take responsibility for entry at appropriate time for Functional Skills
- HC at KS4 Level 2 will take responsibility for entry at appropriate time for the Project
- TC at KS4 Level 1 and Post-16 Levels 1, 2 and 3 will take responsibility for entry at appropriate time for the Project
- HC at KS4 Level 2 and Post-16 Level 3 will take responsibility for entry for Additional and Specialist Learning
- TC at KS4 Level 1 and Post-16 Levels 1 and 2 will take responsibility for entry for Additional and Specialist Learning
- HC will claim the PLTS and Work Experience with Diploma Aggregation Service at the appropriate time
- The TC makes entries for Principal Learning external and internal assessments and takes responsibility for formative internal assessments. The pattern of entries will be determined in agreement with the Domain Assessor by 1 October for winter and summer series
- Where two or more TCs deliver the Principal Learning, then the Domain Assessor will ensure that a common assessment plan is in operation by 1 October. This will require the agreement to a common scheme of work, which has been approved by the Domain Assessor
- The HC will liaise directly with the TC regarding the mapping, development and recording of the Functional Skills and Personal Learning and Thinking Skills
- Learner performance data will be held on the SAPG tracking system and will be transferred after each major assessment activity by the Examination Officer to the Diploma Aggregation Service. Ultimately, this will provide an aggregated result for each learner that can be accessed by the Examinations Officer

5.5 Access Arrangements

The centres should adhere to awarding body access arrangement guidelines.

Where the arrangement is substantial, unless otherwise agreed it is the HC's responsibility to provide the arrangement.

Where modified papers may be required, unless otherwise agreed it is the HC's responsibility to inform the TC where the assessment will be carried out ahead of any deadlines.

All evidence needed to support the provision of access arrangements is the responsibility of the HC.

HCs are responsible for informing other relevant centres of any access arrangement granted. They require the learner's permission to share this information.

5.6 Internal assessment and record keeping

The centres should adhere to awarding body internal assessment and record keeping guidelines.

Teaching Centres where internal assessments are made are responsible for all marking, standardisation and moderation processes under the guidance of the Domain Assessor.

Centres are advised that after enquiries about results, **complete work must be kept for 2 years.**

The arrangements for communicating relevant marks to exams offices in learner's home centres are that they should be done within 24 hours of marking.

5.7 Special Consideration

The centres should adhere to awarding body special consideration guidelines.

Where special consideration claims are required for a single assessment on behalf of a number of learners, the centre where the assessment takes place would need to inform the centres where the entry was made.

5.8 Post Results

- Principal Learning unit results will be given out by TCs to learners in liaison with the HC. Similar liaison will take place in the event of a learner appeal against a unit result. If, in the professional judgement of the TC, the appeal should be taken forward, the TC will pay. If, on the other hand, the TC takes the professional view that an appeal is not appropriate, the learner will pay. If the learner proves to be successful, they will be reimbursed by the TC
- Final overall Diploma results will be transmitted electronically from the Diploma Aggregation Service. These will be collected by the learner from their HC on a date agreed nationally with the Awarding Body

Domain Assessor

- This role will be taken by the Partnership Curriculum Leader (PCL), who will work across a number of TCs, serving the learner needs of a range of HCs. They will perform the following tasks with the delegated authority of the Full SAPG. They will have responsibility for overseeing all aspects of the quality assurance of the internal assessment carried out in relation to the Principal Learning and the Project, including the development of staff understanding, quality assuring assessment activities, quality assuring standards of assessment, meeting admin requirements and reviewing and evaluating processes.
- In relation to the Project, the Domain Assessors will work collectively with the Lead Assessor to ensure the standardisation of the quality of Projects across all Diplomas
- The Domain Assessor will take full responsibility for working with the Awarding Body's Moderator. They will ensure that proper standardisation processes have been applied to all internal assessment marks and these are presented to the Moderator when requested

Lead Assessor

- With the delegated authority of the Full SAPG, the Lead Assessor will oversee all aspects of the quality assurance of the assessment carried out for the Principal Learning and Project. This will include management and leadership, assessment policies and procedures, resource management, quality assurance, administration and review and evaluation.
- The Lead Assessor will also ensure that the TC has made adequate arrangements for invigilation and, in particular, has a suitable expert member of staff available at the start of the external assessment

Signatures

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Edexcel Annexe E

<http://www.edexcel.com/migrationdocuments/Diploma/Annexe-E-phase-2.pdf>

AQA Diploma Principal Learning Units internal assessment and moderation guidance for centres

<http://www.edexcel.com/migrationdocuments/Diploma/Annexe-E-phase-2.pdf>

National Assessment Agency Guide to managing internal assessment

http://testsandexams.qcda.gov.uk/libraryAssets/media/naa_diploma_guide.pdf

NAA Fact sheet on Controlled Assessment

http://testsandexams.qcda.gov.uk/libraryAssets/media/NAA_Controlled_assessment_factsheet_V2.pdf

QCA - Delivering the Diploma Training Guide

http://testsandexams.qcda.gov.uk/libraryAssets/media/introduction_managing-diploma-assessment_Jun09.pdf

QCA – CAB guidelines for controlled assessment

<http://www.qcda.gov.uk/21584.aspx>

JCQ – Guidance Booklet

<http://www.wjec.co.uk/uploads/publications/8680.pdf>

HCC Job Description for Domain Assessor

HCC Job Description for Lead Assessor

Record of professional dialogue

Diploma Line Of Learning

Diploma Level

Diploma Unit



Record of dialogue (to be completed by the learner)	Tutor Signature	Learner Signature

Record of dialogue (to be completed by the learner)	Tutor Signature	Learner Signature

Unit Review Sheet

Unit Name	Date	Record of review (to be completed by the learner)	Tutor Signature	Learner Signature
		<p>What went well with this unit?</p> <p>What didn't go well with this unit?</p> <p>What could I do better next time?</p>		
		<p>What went well with this unit?</p> <p>What didn't go well with this unit?</p> <p>What could I do better next time?</p>		

Partnership TC Information regarding re-taking of an Internally Assessed Unit – KS4 Diploma 2009-10

Teaching Centre: _____ Sent to Home Centre: _____

Diploma & Level: _____ Tutor Name and Date: _____

This learner, _____ needs to retake: _____
_____ because: _____

The controlled session to enable this learner to re-submit this unit will take place at: _____
On: _____

Action taken by Home Centre : _____

Parent / Carer informed on (date): / / by (named individual) _____

Home Centre – please, as a matter of courtesy, inform the Teaching Centre of action taken as the result of this form

Domain Assessor Internal Standardisation Feedback Sheet

Teaching Centre	Unit and Title or Project	All marks provided for standardisation	Presentation of sample	Candidate Record Sheets completed and signed

	Total Marks Available	Teaching Centre Mark	Domain Assessor Mark	Difference	+ /- 5% tolerance	Comment
Candidate 1: Name:		ULN:				
L.O.1						
L.O.2						
L.O.3						
L.O.4						
L.O.5						
L.O.6						
L.O.7						
Total Marks						
Candidate 2: Name:		ULN:				
L.O.1						
L.O.2						
L.O.3						
L.O.4						
L.O.5						
L.O.6						
L.O.7						
Total Marks						

	Total Marks Available	Teaching Centre Mark	Domain Assessor Mark	Difference	+ /- 5% tolerance	Comment
Candidate 3: Name: _____ ULN: _____						
L.O.1						
L.O.2						
L.O.3						
L.O.4						
L.O.5						
L.O.6						
L.O.7						
Total Marks						
Candidate 4: Name: _____ ULN: _____						
L.O.1						
L.O.2						
L.O.3						
L.O.4						
L.O.5						
L.O.6						
L.O.7						
Total Marks						
Candidate 5: Name: _____ ULN: _____						
L.O.1						
L.O.2						
L.O.3						
L.O.4						
L.O.5						
L.O.6						
L.O.7						
Total Marks						

Lead Assessor Quality Assurance Feedback Sheet

Line of Learning:

Level:

Unit Number:

Unit Name:

Learner Work Sampled

Name:

Teaching centre:

Name:

Teaching Centre:

Name:

Teaching Centre:

Name:

Teaching Centre:

Administration				
Candidates	1	2	3	4
Candidate Record Completed accurately				
Pages numbered				
Bibliography present				
Presentation E/G/S/P				

Annotation of Scripts by Teaching Centre Assessors

Domain Assessor Feedback

Application of Assessment Criteria

Quality of work presented for assessment.

Glossary of Assessment Terms used by Edexcel

Command word	Meaning	Type of learning outcome usually associated with
Analyse	Separate information into components and identify their characteristics	Understand
Assess	Make an informed judgement	Understand
Carry out	To put into practice, or to complete	Be able to
Categorise	To arrange in categories or classes	Understand
Compare	Identify similarities	Understand
Contribute to	Contribution can be clearly identified by others and has impact on one or more activities by the team	Be able to
Create	To cause to exist from your own thought or imagination	Be able to
Define	Specify meaning	Know
Demonstrate	Show something and describe how it works	Be able to
Describe	Set out characteristics	Know
Design	To contrive for a particular purpose or effect	Be able to
Discuss	Present salient points	Understand
Evaluate	Judge from available evidence	Understand
Examine	Investigate closely	Understand
Explain	Set out purposes or reasons	Understand
Follow guidelines	Follow a procedure by which to determine a course of action	Be able to
Identify	Name or otherwise characterise	Know
Illustrate	Present clarifying examples	Understand
Justify	Present a reasoned case Give reasons to support your opinion or view to show how you arrived at these conclusions	Understand
Label	Classify in a word or phrase	Know
List	Write down, not in prose form Provide the information in a list, rather than in continuous prose	Know
Make	To bring into existence	Be able to
Match	To fit together	Know
Name	A word or a combination of words by which a person, place, or thing, a body or class, or any object of thought is known	Know
Negotiate	Discuss with others to reach agreement	Be able to
Outline	Set out main characteristics	Know
Persuade	To induce to undertake a course of action or embrace a point of view by means of argument or reasoning.	Be able to
Plan	Work out and determine how you carry out a task or activity	Be able to
Present	Show formally as a way of introducing a subject	Be able to
Prioritise	To organise or deal with something according to its order of importance	Be able to
Produce	Create from a range of sources	Be able to
Propose	To form or put forward an idea or intention	Be able to
Report	Provide a description of an event to someone	Be able to
Select	Choose, by making careful decisions	Know
State	Write clearly, listing choices	Know
Recommend	Propose their views	Be able to
Research	To make a systematic investigation into something	Be able to
Review	Consider something in order to give an opinion on it	Understand
Use	To employ for some purpose, or put into service	Be able to
Write	To express or communicate in writing	Be able to