

**Edexcel Level 7 Diploma in Assessment Management (QCF)**

**Edexcel Level 7 Certificate in Management of the Preparation for Assessment (QCF)**

**Edexcel Level 7 Award in Management of the Conduct of Assessments (QCF)**

**Edexcel Level 7 Certificate in Management of the Evaluation of Assessments (QCF)**

**Edexcel Level 7 Certificate in Management of Improvements in Assessment Performance (QCF)**

## **Specification**

Edexcel Professional qualifications

For first teaching September 2010

Issue 2

Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally. Qualifications offered include GCSE, AS and A Level, NVQ and our BTEC suite of vocational qualifications, ranging from Entry Level to BTEC Higher National Diplomas. Pearson Education Ltd administers work-based qualifications.

Through initiatives such as onscreen marking and administration, Pearson is leading the way in using technology to modernise educational assessment, and to support teachers and learners.

Edexcel has developed this qualification in partnership with the Chartered Institute of Educational Assessors (CIEA). As the professional body in the field of educational and workplace assessment, the CIEA has researched and developed a professional framework for assessors on which the units in this qualification are based.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: [www.edexcel.com](http://www.edexcel.com)

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# Edexcel Professional qualification titles covered by this specification

**Edexcel Level 7 Diploma in Assessment Management**

**Edexcel Level 7 Certificate in Management of the Preparation for Assessment**

**Edexcel Level 7 Award in Management of the Conduct of Assessments**

**Edexcel Level 7 Certificate in Management of the Evaluation of Assessments**

**Edexcel Level 7 Certificate in Management of Improvements in Assessment Performance**

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website [www.education.gov.uk/](http://www.education.gov.uk/). The QCF Qualification Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on learners' final certification documentation.

The Qualification Accreditation Numbers for the qualifications in this publication are:

Edexcel Level 7 Diploma in Assessment Management	501/2292/7
Edexcel Level 7 Certificate in Management of the Preparation for Assessment	501/2308/7
Edexcel Level 7 Award in Management of the Conduct of Assessments	501/2313/0
Edexcel Level 7 Certificate in Management of the Evaluation of Assessments	501/2311/7
Edexcel Level 7 Certificate in Management of Improvements in Assessment.	501/2314/2

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

These qualifications are accredited by Ofqual as being Stand Alone.



# Welcome to Edexcel Level 7 Professional Qualifications

We are delighted to introduce our new qualification, which will be available for teaching from September 2010. This qualification has been revised and conforms to the requirements of the new QCF (Qualifications and Credit Framework).

## **Straightforward to implement, teach and assess**

Implementing Edexcel qualifications could not be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

## **Engaging for everyone**

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. Edexcel qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

## **Recognition**

Edexcel qualifications are understood and recognised by a large number of organisations in a wide range of sectors. These qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and student needs, in this case the Chartered Institute of Educational Assessors.

## **All you need to get started**

To help you off to a flying start, we have developed an enhanced specification that gives you all the information you need to start teaching Edexcel qualifications. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Edexcel vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Do not forget that we are always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.



# Contents

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<b>What are Edexcel Level 7 Professional qualifications?</b>	<b>1</b>
Edexcel Level 7 Diploma in Assessment Management (60 credits)	2
Edexcel Level 7 Certificate in Management of the Preparation for Assessment (15 credits)	2
Edexcel Level 7 Award in Management of the Conduct of Assessments (10 credits)	2
Edexcel Level 7 Certificate in Management of the Evaluation of Assessments (15 credits)	2
Edexcel Level 7 Certificate in Management of Improvements in Assessment Performance (20 credits)	3
Key features of the Edexcel Level 7 in Assessment Management	3
National Occupational Standards	3
<b>Rules of combination</b>	<b>5</b>
Rules of combination for the Edexcel Level 7 qualifications	5
Edexcel Level 7 Certificate in Management of the Preparation for Assessment	5
Edexcel Level 7 Award in Management of the Conduct of Assessments	5
Edexcel Level 7 Certificate in Management of the Evaluation of Assessments	5
Edexcel Level 7 Certificate in Management of Improvements in Assessment Performance	5
Edexcel Level 7 Diploma in Assessment Management	6
Edexcel Level 7 qualification	6
<b>Assessment</b>	<b>7</b>
Guidance	7
Qualification grade	7
<b>Quality assurance of centres</b>	<b>8</b>
Approval process	8
Monitoring of internal centre systems	8
Independent assessment review	9
Additional arrangement for ALL centres	9

<b>Programme design and delivery</b>	<b>9</b>
Mode of delivery	9
Resources	10
Delivery approach	10
<b>Access and recruitment</b>	<b>11</b>
Restrictions on learner entry	11
Access arrangements and special considerations	11
Recognition of Prior Learning	12
<b>Unit format</b>	<b>12</b>
Unit title	12
Unit code	12
QCF level	12
Credit value	12
Guided learning hours	13
Unit aim and purpose	13
Unit introduction	13
Learning outcomes	13
Assessment criteria	13
Unit content	13
Relationship between content and assessment criteria	14
Content structure and terminology	14
Essential guidance for tutors	14
<b>Units</b>	<b>15</b>
Unit 1: Management of the Preparation for Assessment	17
Unit 2: Management of the Conduct of Assessments	27
Unit 3: Management of the Evaluation of Assessments	35
Unit 4: Management of Improvements in Assessment Performance	43
<b>Further information</b>	<b>53</b>
<b>Useful publications</b>	<b>53</b>
<b>Professional development and training</b>	<b>54</b>
<b>Annexe A</b>	<b>55</b>
Overview of the Chartered Institute of Educational Assessors	55

<b>Annexe B</b>	<b>57</b>
Wider curriculum mapping	57
<b>Annexe C</b>	<b>59</b>
Occupational standards mapping with qualification	59
<b>Annexe D</b>	<b>61</b>
Glossary of accreditation terminology	61
<b>Annexe E</b>	<b>63</b>
Edexcel Specialist and Professional qualifications	63



# What are Edexcel Level 7 Professional qualifications?

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Edexcel Professional qualifications are qualifications at Level 4 to Level 8 in the Qualifications and Credit Framework (QCF) and are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

Edexcel Professional qualifications provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of Edexcel Professional qualifications are recognised as the knowledge components of Apprenticeships Frameworks.

On successful completion of an Edexcel Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

The credit value of the unit will remain constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

## **Edexcel Level 7 Diploma in Assessment Management (60 credits)**

The 60-credit Edexcel Level 7 Diploma in Assessment Management extends the knowledge and skills of professionals engaged in teaching, learning and educational or workplace assessment. The focus of this qualification is on the management of assessment across an organisation through preparation for, conduct of and evaluation of assessments. This practical qualification provides a thorough knowledge and understanding of assessment practice for those who already have or who will take on responsibility for assessment, for example as a lead assessor, or who wish to progress to Chartered Educational Assessor (CEA) status.

## **Edexcel Level 7 Certificate in Management of the Preparation for Assessment (15 credits)**

The 15-credit Edexcel Level 7 Certificate in Management of the Preparation for Assessment is relevant to professionals engaged in teaching, learning and educational or workplace assessment who already have, or who will take on, responsibility for assessment. This practical qualification focuses on the concepts, skills and practices involved in preparing for assessment across an organisation. Learners will be able to evaluate the ways in which assessment, formative as well as summative, is strategically planned and prepared across an organisation. The qualification equips learners to develop a holistic and organisation-wide perspective on assessments.

Learners may opt to complete this qualification independently or in conjunction with the other units that make up the Diploma in Assessment Management.

## **Edexcel Level 7 Award in Management of the Conduct of Assessments (10 credits)**

The 10-credit Edexcel Level 7 Award in the Management of the Conduct of Assessments is relevant to professionals engaged in teaching, learning and educational or workplace assessment who already have, or who will take on, responsibility for assessment. This practical qualification focuses on the concepts, skills and practices involved in managing and conducting assessments across an organisation in a way that minimises risks to the validity and reliability of those assessments.

Learners may opt to complete this qualification independently or in conjunction with the other units that make up the Diploma in Assessment Management.

## **Edexcel Level 7 Certificate in Management of the Evaluation of Assessments (15 credits)**

The 15-credit Edexcel Level 7 Certificate in Management of the Evaluation of Assessments is relevant to professionals engaged in teaching, learning and educational or workplace assessment who already have or who will take on responsibility for assessment. This practical qualification focuses on the concepts, skills and practices involved in evaluating assessments across an organisation. It equips learners to evaluate not just the performance of learners but also the performance of assessments, with a view to identifying actions for improving future performance. It also covers the provision of feedback on assessments to learners, assessors and stakeholders.

Learners may opt to complete this qualification independently or in conjunction with the other units that make up the Diploma in Assessment Management.

## **Edexcel Level 7 Certificate in Management of Improvements in Assessment Performance (20 credits)**

The 15-credit Edexcel Level 7 Certificate in Management of Improvements in Assessment Performance is relevant to professionals engaged in teaching, learning and educational or workplace assessment who already have, or who will take on, responsibility for assessment. This practical qualification focuses on the concepts, skills and practices involved in developing strategies for improving assessment performance throughout an organisation. It gives learners the management concepts and techniques for developing strategies, planning and leading change in an organisation with the objective of improving assessment performance.

Learners may opt to complete this qualification independently or in conjunction with the other units that make up the Diploma in Assessment Management.

## **Key features of the Edexcel Level 7 in Assessment Management**

The Edexcel Level 7 qualifications are designed to give learners the maximum flexibility in their learning. Learners may gain a qualification while undertaking units independently of each other and on completing all the units achieve the Diploma qualification.

The qualifications have been developed to give learners the opportunity to:

- engage in learning that is relevant to their professional teaching, learning and assessment practice and which provides opportunities to develop their skills and knowledge and so contribute to an improvement in assessment practice
- prepare for a role of responsibility for assessment at domain/subject or organisational level
- achieve nationally-recognised vocationally-related Level 7 qualifications, either to recognise achievement or as a stepping stone to further qualifications or awards
- progress to a Masters level qualification in assessment practice or related field
- progress to Chartered Educational Assessor (CEA) status awarded by the CIEA.

## **National Occupational Standards**

Where relevant, Edexcel Level 7 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Edexcel Level 7 (QCF) qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

The Edexcel Level 7 qualifications in Assessment Management relate to the occupational standards for educational and workplace assessment developed by the professional body. The CIEA developed the Professional Framework for Assessors with the support of QCDA and other partners. The Framework is not formally recognised as a NOS but does provide de facto occupational standards for those involved in educational and workplace assessment. The full Framework defines

assessment activities and competencies at three levels (assessor, team leader and senior), both internally within organisations and externally by awarding bodies in summative, vocational and formative assessment contexts.

Each unit in the specification identifies links to elements of occupational standards see Annexe C.

The CIEA Framework has been mapped to the General Teaching Council's (GTC) Teacher Learning Academy (TLA) standards, for which the relevant criteria have been built into Strand D of the CIEA's Framework – see Annexe C. This means that learners who complete units in this qualification can also gain recognition at Stages 2 and 3 of the TLA scheme. Details of the TLA can be found at [www.teacherlearningacademy.org.uk](http://www.teacherlearningacademy.org.uk).

Similarly, the CIEA Framework overlaps the Training and Development Agency for Schools (TDA) Professional Standards for Teachers in areas of assessment. However the CIEA Framework in no way seeks to replace or qualify the TDA Standards. Details of the Training and Development Agency (TDA) Professional Standards for Teachers can be found on the TDA website.

# Rules of combination

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The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded. All accredited qualifications within the QCF have rules of combination.

## **Rules of combination for the Edexcel Level 7 qualifications**

When combining units for an Edexcel Level 7 Assessment Management, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

### **Edexcel Level 7 Certificate in Management of the Preparation for Assessment**

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 15 credits.
- 3 All credits must be achieved by completing the unit Management of the Preparation for Assessment.

### **Edexcel Level 7 Award in Management of the Conduct of Assessments**

- 1 Qualification credit value: a minimum of 10 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.
- 3 All credits must be achieved by completing the unit Management of the Conduct of Assessments.

### **Edexcel Level 7 Certificate in Management of the Evaluation of Assessments**

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 15 credits.
- 3 All credits must be achieved by completing the unit Management of the Evaluation of Assessments.

### **Edexcel Level 7 Certificate in Management of Improvements in Assessment Performance**

- 1 Qualification credit value: a minimum of 20 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 20 credits.
- 3 All credits must be achieved by completing the unit Management of Improvements in Assessment Performance.

## Edexcel Level 7 Diploma in Assessment Management

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 60 credits.
- 3 All credits must be achieved from the units listed in this specification.

### Edexcel Level 7 qualification

The Edexcel Level 7 Diploma in Assessment Management is a 60-credit qualification consisting of 4 mandatory units that provide for a combined total of 60 credits. (Although a mandatory unit, Unit 4 contains three options for the specific application of assessment from which learners must choose one). There are no optional units for the Diploma level qualification.

When a unit is completed independently, the relevant qualification for that unit will be awarded. When all the units are completed, the Diploma in Assessment Management will be awarded.

Edexcel Level 7 Diploma in Assessment Management			
Unit	Mandatory units	Credit	Level
1	Management of the Preparation for Assessment	15	7
2	Management of the Conduct of Assessments	10	7
3	Management of the Evaluation of Assessments	15	7
4	Management of Improvements in Assessment Performance	20	7

# Assessment

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All units within these qualifications are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a pass a learner must have successfully passed all the assessment criteria.

## Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

## Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In the Edexcel Level 7 Professional qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time

- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## Quality assurance of centres

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Pearson's quality assurance system for all BTEC higher level programmes on the QCF at Levels 4-7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering Pearson BTEC higher level programmes on the QCF at Levels 4-7 comprises three key components.

### Approval process

Centres will be required to seek approval to offer BTEC Level 7 qualifications in Subject through the existing Edexcel qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

### Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by Pearson's appointed External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry

out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

### **Independent assessment review**

The internal assessment outcomes reached for all Edexcel BTEC higher level programmes on the Qualifications and Credit Framework at Levels 4-7 are subject to an independent assessment review by an Edexcel-appointed External Examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification
- or
- make recommendations to improve the quality of assessment outcomes before certification is released
- or
- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

### **Additional arrangement for ALL centres**

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

## **Programme design and delivery**

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### **Mode of delivery**

Edexcel does not normally define the mode of delivery for Edexcel Level 4 to Level 8 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

## Resources

Edexcel Level 7 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

## Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Edexcel Level 7 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

# Access and recruitment

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Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to Edexcel qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

## Restrictions on learner entry

The Edexcel Level 7 Diploma in Assessment Management is accredited on the QCF for learners aged 19 and above.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in education are likely to be subject to police checks.

## Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for Edexcel and Edexcel NVQ Qualifications*, which can be found on the Edexcel website ([www.edexcel.com](http://www.edexcel.com)). This policy replaces the previous Edexcel policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance*

Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

## Unit format

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All units in the Edexcel Level 4-8 Professional qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

### Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

### Unit code

Each unit is assigned a QCF unit code that appears with the unit title on the National Database of Accredited Qualifications.

### QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional benchmarks.

### Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.

## **Guided learning hours**

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

## **Unit aim and purpose**

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

## **Unit introduction**

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

## **Learning outcomes**

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

## **Assessment criteria**

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

## **Unit content**

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

## Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

## Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

## Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Indicative resource materials* – gives a list of learner resource material that benchmarks the level of study.

# Units

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Unit 1: Management of the Preparation for Assessment	17
Unit 2: Management of the Conduct of Assessments	27
Unit 3: Management of the Evaluation of Assessments	35
Unit 4: Management of Improvements in Assessment Performance	43



# Unit 1: Management of the Preparation for Assessment

**Unit code:** J/601/8271

**QCF level 7:** Professional

**Credit value:** 15

**Guided learning hours:** 30

## Unit aim

The aim of this unit is to provide educational and workplace assessors with an understanding of, and skills in, preparing for assessment across an organisation. This unit will ensure the learner evaluates the ways in which assessment in organisations is strategically planned and prepared. It encompasses formative as well as summative assessment.

## Unit introduction

This unit covers:

- Checking the readiness of the whole organisation to undertake assessment, eg that it has the capabilities and resources necessary and, using the insights gained, to determine strategies and actions needed to bring an organisation's assessment capabilities and resources up to the level required.
- Evaluating the current arrangements across an organisation for managing quality, proposing an appropriate approach and implementing an appropriate quality management system, including developing assessment policies and procedures.
- Managing the design and production of valid assessment instruments for different situations across the organisation, along with exemplar and supporting materials.
- Ensuring that members of one or more teams are fully prepared in all respects to carry out an assessment.

This unit develops an understanding of the complex interaction of factors across organisations that can impact on the quality of outcomes from assessments. It also develops the skills of evaluating current capabilities and systems, developing strategies and planning courses of action that ensure that the organisation as a whole is fully prepared to plan and implement assessments.

This unit places considerable emphasis on verifying the validity and fitness for purpose of assessments and on ensuring that the relevant policies on ethics, diversity and equality are taken into account.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand how to evaluate strategically an organisation's readiness for assessment</p>	<p>1.1 Evaluate approaches to managing assessment in an organisation.</p> <p>1.2 Discuss approaches to auditing the capabilities and capacity of an organisation in order to evaluate its readiness to undertake assessments.</p> <p>1.3 Critically review and suggest improvement strategies for an organisation's management of assessment.</p>
<p>2 Understand how to manage the quality assurance of assessment across an organisation</p>	<p>2.1 Critically review approaches to managing and assuring the quality assurance processes and procedures for assessment.</p> <p>2.2 Discuss methods for the continuous improvement of quality assurance in an organisation.</p> <p>2.3 Critically evaluate the fitness for purpose of assessment policies and procedures.</p>
<p>3 Be able to balance conflicting requirements when designing assessments</p>	<p>3.1 Critically review assessment instruments appropriate for different purposes.</p> <p>3.2 Analyse the interacting factors that impact on the design of a fit-for-purpose assessment.</p> <p>3.3 Undertake and use research into analytical or predictive data outputs of similar assessments to verify or otherwise the concurrent validity of an assessment designs.</p> <p>3.4 Determine guidance on using appropriate assessment methods and taking into account relevant organisational policies when designing assessments.</p> <p>3.5 Judge the fitness for purpose of an assessment.</p>

Learning outcomes	Assessment criteria
4 Understand how to ensure assessors are prepared to implement assessment	4.1 Analyse the skills, knowledge and information needed by assessors to implement assessment. 4.2 Discuss how to assess the suitability of assessors to implement assessment. 4.3 Propose how to support assessors in developing skills and assimilating information necessary for an assessment.

## Unit content

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### 1 **Understand how to evaluate strategically an organisation's readiness for assessment**

*Approaches to managing assessment:* approaches eg holistic perspective on organisations and assessment, purposes of assessment, types of assessment and suitability for intended purpose, determinants (internal and external) of approach to managing assessments in an organisation; constituent elements of organisations eg McKinsey's 7S, characteristics of assessment approaches in an organisation; assessment processes and structures of assessment activities eg CIEA Professional Framework for Assessors; examples of approaches in use in different organisations and their effectiveness

*Readiness for assessment:* definition of readiness for assessment; distinction between capabilities and capacity; capabilities of an assessment system and its constituent elements; capabilities of people involved in assessment including skills and competencies; current 'good practice' eg 'Developing whole-school assessment', capacity of a system to handle a given volume of assessments; factors in the 'formal' and 'informal parts of an organisation which reinforce or inhibit effectiveness of an assessment system

*How to evaluate strategically:* purpose and scope of an evaluation or audit of an organisation; stakeholders and their power and influence; process for a typical evaluation; objectives and terms of reference for an evaluation; outputs from an evaluation; activities to fulfil the terms of reference; activities schedule for an evaluation; drawing conclusions and insights; reporting back to and winning 'buy-in' from principal stakeholders; use of audit as one technique to evaluate objectively

*Improvement strategies:* techniques for root cause identification and problem-solving; framework for understanding organisations and the inter-relationships of their constituent parts eg McKinsey's 7S; improvement strategies available to organisations and their characteristics with examples of techniques eg Business Process Re-engineering (BPR); critical evaluation of the suitability of improvement strategies for a given situation; examples of strategies that have delivered effective improvement and that have failed along with reasons for success or failure

## 2 Understand how to manage the quality assurance of assessment across an organisation

*Quality:* definitions; evolution of quality management including quality gurus and their contributions; measuring quality; concepts of product quality and service quality; five service quality gaps; principles of quality management eg Crosby including importance of identifying requirements; different focal points in quality (inputs, process and outputs); techniques for achieving quality including benchmarking, self-assessment and best practice; the relationship between assessment and quality

*Approaches to managing quality:* quality management including total quality management and ISO9000; quality assurance; quality control; continuous improvement; quality systems; quality circles; critical appraisal of current approaches to managing quality including 6 sigma and EFQM

*Quality assurance in assessment:* approaches to quality management used in assessment, eg general qualifications (emphasis on central control) versus vocational qualifications (emphasis on local control); implications for bodies involved; quality assuring formative assessment; achieving a balance between need for control and need for flexibility; appraisal of approaches for assessment

*Continuous improvement (CI):* definition; different approaches to CI and their characteristics; 'kaizen'; qualitative and quantitative benefits of CI; techniques for CI; critical appraisal of CI approach applied in an assessment context

*Assessment policies and procedures:* definitions, purpose and scope of assessment policies and procedures; characteristics of an effective assessment policy; process for developing an assessment policy; constituents of an assessment procedure; characteristics of an effective assessment procedure; process for developing an assessment procedure; criteria for evaluating fitness for purpose; critical evaluation of policies and procedures in use in organisations

### 3 **Be able to balance conflicting requirements when designing assessments**

*Assessment instruments:* determining the purpose of an assessment; requirements on an assessment eg fairness, transparency, etc; range of instruments available and principal characteristics; reprise on validity and reliability of an assessment; current trends and technologies in assessment, eg computer-evaluated assessments

*Designing an assessment:* identification of the needs of learners, requirements (specific and general) and constraints on an assessment; factors that impact on choice of an instrument and design of an assessment; construct validity and content validity; justifying selection of an instrument and its design; producing the assessment, mark scheme and supporting materials, eg exemplars, reflecting the relevant ethical, diversity and equality factors; adapting an existing assessment for a different purpose

*Research to verify validity or assess impact:* potential for data to provide insight for decision making in an assessment or in related teaching and learning; analytical data and the value and effectiveness to decisions eg national benchmarks; predictive data and the value and effectiveness to decisions eg Fischer Family Trust; data obtained from research or local sources and its value and effectiveness to decisions; using data to assess the likely impact on the learner or learning

*Judging fitness for purpose:* procedures used in different organisations for judging the fitness for purpose of an assessment; criteria for judging fitness for purpose of an assessment; using criteria to assess fitness for purpose; other techniques for evaluating the fitness for purpose of an assessment eg pre-testing; making recommendations that will result in an improvement to an assessment's fitness for purpose

### 4 **Understand how to ensure assessors are prepared to implement assessment**

*Skills, knowledge and information required:* identifying the skills, knowledge and information needed by assessors (to prepare themselves and learners) for an assessment; demands on specific assessors eg because of role or learner cohort; impact on reliability and validity of the assessment

*Assess the suitability of assessors:* developing an objective perspective; techniques for assessing suitability and their characteristics; competency-based approaches; critical evaluation of an approach for a given assessment

*Support assessors:* models and techniques for personal development; roles of stakeholders eg individuals, mentors, coaches, colleagues and trainers; personal development plans; learning styles and adapting approaches to the style; setting goals; measuring and reviewing progress; linking learning and development to performance

## Essential guidance for tutors

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### Delivery

This unit enables learners to develop a knowledge and understanding of effective ways of organising assessment activities in support of an organisation's wider purpose and goals. At Level 7 there needs to be an emphasis on learners' abilities to analyse and form evidence-based judgements on the presenting situation in an organisation and its wider context, and to draw on their understanding to propose and justify appropriate approaches, systems, strategies and action plans to remedy any shortcomings. Given the significance of the relationship, a key part of learners' proposals is to demonstrate how the assessment activities will support effective teaching and learning.

During this unit, learners should develop an organisation-wide perspective on assessment. Delivery should explore holistic and strategic perspectives of an organisation by examining the relevant concepts, environments, components and structures of effective organisations. It should also convey the role and structure of assessment within various organisations and its constituent activities and relationships with teaching and learning. This can be achieved through various learning activities such as taught input, personal reading, research and investigation, discussion, group activity and work-based projects or activities. It is important that learners become practised in regular critical reflection from an early stage in the programme as this is fully assessed in Unit 4. Learners will benefit from support during delivery to achieve a balance between mastery of the theory and a critical understanding of its practical application in a work context.

Learners should be given the opportunity to explore the range of activities involved in the analysis, evaluation, planning, implementation, control and review of assessment policies, strategies and systems in support of the organisation's purpose and goals.

Learners should be encouraged to be creative in their work, as well as to evaluate examples of good and poor application. Opportunities could include: literature reviews, case studies, 'live' audits and sharing of practice between learners.

### Assessment

A variety of methods can be adopted for assessment:

- individual assignment or investigation
- individual or group reflective reports
- individual or group reflective summaries
- individual professional discussion
- evidence from a workplace project or activity
- workplace testimony.

Some assessment criteria for this unit contain the operative verb 'discuss', for example *1.2 Discuss approaches to auditing the capabilities and capacity of an organisation in order to evaluate its readiness to undertake assessments*. During assessment against such criteria, learners should demonstrate their critical intellectual abilities and understanding of the issues at the heart of the criteria.

Typically this might include: establishing relevant boundaries within which to posit the discussion, eg a certain type of assessment or organisation; demonstrating an understanding of the key terms and their significance, exploring their meaning, scope and relevance within the boundaries established; identifying and critically examining various ways in which relevant factors may positively or negatively impact on the situation and the practical steps that organisations can take to ensure a successful outcome; where appropriate proposing a hypothesis and arguing the pros and cons, supported by evidence drawn from relevant theory or practice; and using evidence to draw appropriate conclusions about the practice of assessment which may be applied successfully in other situations.

### **Suggested assessment activity**

Centres are responsible for producing their own assignments for assessment purposes to meet local needs and resources, either by writing them or by adapting Edexcel assignments. All assessments will be graded pass or fail only, with no discrimination between other grades such as merit and distinction.

Below, for guidance only, is an example of an assignment to illustrate how an assignment might be scoped and related to the assessment criteria for this unit.

In this unit, for Learning Outcome 3, the learner has to design an assessment and justify its fitness for purpose for use in an organisation with which the learner is familiar and in a subject, domain or task of the learner's choice. To satisfy the assessment criteria the learner will have to develop:

- an assessment task with supporting mark scheme, guidance to assessors, guidance to learners and exemplar materials.
- A justification for the selection of the instrument chosen.
- A judgement of the assessment's fitness of purpose.
- Relevant evidence and data (or a plan for research to obtain them) to support the above.'

### **Essential resources**

As this is a work-based programme, all participants in the programme will either be directly involved in assessment or have access to situations or organisations running assessments.

Participants will also find it helpful to be members of the CIEA in order to benefit from access to the wide range of online and published learning and assessment materials provided by the Institute.

### **Indicative resource materials**

#### **Textbooks**

Black P, Harrison C, Lee C, Marshall B and William D – *Assessment for Learning: Putting it into practice* (Open University Press, 2003) ISBN 9780335212972

Clarke S – *Formative Assessment in the Secondary Classroom* (Hodder Education, 2005) ISBN 9780340887660

Handy C – *Understanding organisations* 4th Edition (Penguin, 2005) ASIN B0014F76I4

Koretz D – *Measuring Up: What Educational Testing Really Tells Us* (Harvard University Press, 2008) ISBN 9780674028050

Sallis E – Total Quality Management in Education 3rd Edition (Routledge, 2002)  
ISBN 9780749437961

Stobart G – *Testing Times: the uses and abuses of assessment* (Routledge,2008)  
ISBN 9780415404754

Harlen, W. (2006) The role of teachers in the assessment of learning.  
[www.assessment-reform-group.org/ASF%20booklet%20English.pdf](http://www.assessment-reform-group.org/ASF%20booklet%20English.pdf)

Sadler, R. (1998) Formative Assessment: revisiting the territory. *Assessment in Education*, 5(1): 77-84.

**Journals**

CIEA quarterly journal for members (Chartered Institute of Educational Assessors)  
Harvard Business Review (Harvard Business Publishing)

**Websites**

Various websites are available with assessment-related content, some of which depend on the specific sector, market and organisation. An indicative range of general websites is given below.

<a href="http://www.ciea.org.uk">www.ciea.org.uk</a>	Chartered Institute of Educational Assessors
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.edexcel.com">www.edexcel.com</a>	Edexcel Limited
<a href="http://www.gtce.org.uk">www.gtce.org.uk</a>	General Teaching Council for England
<a href="http://www.hbr.org">www.hbr.org</a>	Harvard Business Review
<a href="http://www.ioe.ac.uk">www.ioe.ac.uk</a>	Institute of Education University of London
<a href="http://www.lluk.org.uk">www.lluk.org.uk</a>	Lifelong Learning UK
<a href="http://www.ndaq.org.uk">www.ndaq.org.uk</a>	National Database of Approved Qualifications
<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>	Office of Qualifications and Examinations Regulation
<a href="http://www.tda.gov.uk">www.tda.gov.uk</a>	Teaching and Development Agency for Schools
<a href="http://www.valuebasedmanagement.net">www.valuebasedmanagement.net</a>	Value Based Management net



## Unit 2: Management of the Conduct of Assessments

**Unit code:** Y/601/8291

**QCF Level 7:** Professional

**Credit value:** 10

**Guided learning hours:** 25

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### Unit aim

The aim of this unit is to provide educational and workplace assessors with an understanding of the complex interaction of factors and skills in:

- Managing and conducting assessments in a way that minimises risks to their validity and reliability.
- Judging evidence across the organisation to assure the consistency and accuracy of assessments.
- Collecting, recording and handling appropriate assessment data across the organisation in compliance with the law and policies.

### Unit introduction

This unit develops learners' ability to conceptualise and address problems that may arise during the conduct of assessment, largely due to the complex interaction of factors involved.

Most participants in this unit will have experience – some very considerable – in conducting assessments. This unit seeks firstly to extend that experience to other assessment situations eg from vocational to formative, and secondly to build on that experience by developing a management perspective on conducting assessments. It achieves this by combining learners' experiences with relevant theory through an in-depth exploration of the complex interaction of the wide range of factors during the conduct of assessments that can impact on the quality of outcomes from those assessments. Principal among these outcomes is the achievement of reliability and validity balanced with the practical demands of the assessment for, and constraints of, manageability.

Given both the importance of data to evaluating assessments and the requirements in today's world for handling and storing personal data, this unit also develops learners' understanding of how to collect and record data across the organisation to comply with the relevant requirements and legislation.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to manage and conduct assessments across an organisation minimising threats to validity and reliability	1.1 Assess the impact of potential threats to the validity and reliability of an assessment. 1.2 Discuss measures that can minimise threats to validity and reliability. 1.3 Evaluate processes used by awarding bodies and in organisations to ensure validity and reliability.
2 Be able to make assessment judgements	2.1 Critically review the sources and implications of inaccuracy and inconsistency in assessments. 2.2 Recommend appropriate measures to be used between assessors to increase inter- and intra-marker reliability. 2.3 Examine quality assurance processes to improve marking reliability.
3 Understand how to collect and record assessment data across an organisation	3.1 Identify different forms of evidence that can be collected in assessments. 3.2 Critically evaluate methods and systems for collecting and recording evidence. 3.3 Evaluate the quality and integrity of assessment evidence collected during an assessment. 3.4 Critically evaluate the methods currently used in organisations to store and handle personal information and assessment evidence.

## Unit content

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### 1 Understand how to manage and conduct assessments across and organisation minimising threats to validity and reliability

*Validity and reliability of an assessment:* definitions of validity, construct validity and content validity; definitions of reliability; the relative importance of validity, reliability and manageability (Stobart) in different assessment situations; achieving a balance in the conduct of an assessment between validity, reliability and manageability

*Assess the impact of potential threats:* concepts of risk and risk analysis; identification of sources of threats to validity and reliability specifically during the conduct of assessment, both within and outside the organisation; analysis of root causes of the threats identified; identification of threats at assessment and organisation levels; evaluation of the impact of threats; examples of the impact of threats such as bias realised in actual conduct of assessment situations including analysis of what went wrong; use of both qualitative and quantitative measures to assess potential impact

*Measures that can minimise threats to validity and reliability:* prioritising potential threats to validity and reliability; determining preventive and mitigation measures; determining contingency measures; selecting and justifying suitable measures; implementing measures selected; examples of both technical and management measures for minimising threats

*Evaluate processes to ensure validity and reliability:* legislative, regulatory and local policy requirements and their implications for awarding bodies and organisations; examples of awarding body processes eg moderation and verification; examples of processes within schools, centres eg self-standardisation and standardisation across marking team, critical evaluation of the effectiveness of processes for assuring validity and reliability both individually and collectively as part of a system

### 2 Be able to make assessment judgements

*Inaccuracy and inconsistency in assessments:* definitions of inaccuracy and inconsistency (with reference to the mean and statistical distributions); relationship between accuracy and consistency in the assessment process, validity and reliability of assessments

*Sources and implications of inaccuracy and inconsistency in assessment:* sources and root causes of inconsistency and inaccuracy at all levels in assessments; implications of inconsistency on accuracy, validity and reliability; use of qualitative and quantitative measures to assess implications

*Inter-marker and intra-marker reliability:* definitions of inter- and intra-marker reliability; sources and root causes of low inter- and intra-marker reliability

*Appropriate measures to increase inter-marker and intra-marker reliability:* strategies to increase reliability (with reference to means and distributions); prioritising causes of low inter- and intra-marker reliability; determining preventive measures; determining contingency measures; selection and justification of the suitable measures; implementation of measures selected

*Quality assurance processes to improve marking reliability:* processes and procedures at awarding body level; processes and procedures at organisation level; critical evaluation of the effectiveness of processes for improving reliability both individually and collectively as part of a system

### **3 Understand how to collect and record assessment data across an organisation**

*Forms of evidence during assessments:* characteristics of different forms of evidence during assessments; critical evaluation of suitability of individual forms of evidence for specific types and purposes of assessment (with reference to validity, reliability and manageability of an assessment) using empirical evidence where available

*Methods and systems for collecting and recording evidence:* principal requirements for collecting and recording assessment evidence; characteristics of different methods and systems, both manual and computer-based; critical evaluation of methods and systems for a given purpose

*Quality and integrity of assessment evidence:* factors affecting quality and integrity of assessment evidence eg regulatory requirements; process for evaluating impact of quality and integrity on reliability of an assessment; analysis of the sources of threats to quality and integrity; measures to reduce threats to and to reinforce quality and integrity of evidence

*Methods currently used in organisations to store and handle information and evidence:* principal legislative, regulatory and local requirements for handling and storage of assessment data; awareness of current 'good practice' methods; critical evaluation of suitability of methods; conclusions with evidence on 'best practice' methods which may be used successfully in organisations

## Essential guidance for tutors

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### Delivery

This unit enables learners to extend and deepen their understanding and capabilities in conducting assessments. At Level 7 there needs to be an emphasis on learners' abilities not simply to undertake a task, such as conducting an assessment, but also to demonstrate a deeper understanding of complex situations that involve many interacting factors so that they can anticipate problems, identify preventive action to avoid problems occurring and to create ways forward if they do. In this unit, the focal point of the content is the achievement of validity and reliability of an assessment given all the demands, constraints and complexities present during the conduct of assessment situation.

Delivery should confirm the key concepts of validity and reliability and how they may be threatened during the conduct of assessments. It should place emphasis on the effective management of assessment, focusing on the identification, prevention and mitigation of threats to the validity and reliability to assessments across an organisation. This can be achieved through various learning activities such as taught input, personal reading, research and investigation, discussion, group activity and work-based projects or activities. The same kinds of activities can be used to establish an understanding of handling and storing data and evidence. Learners will benefit from support during delivery to achieve a balance between mastery of the theory and a critical understanding of its practical application in a work context.

It is particularly important to consider the different assessment contexts (summative, vocational and formative) for all learning outcomes in this unit.

Learners should be encouraged to be creative in their work, as well as to evaluate examples of good and poor application. Opportunities could include: literature reviews, case studies, classroom and 'live' assessment exercises, and the sharing of practice between learners.

### Assessment

A variety of methods can be adopted for assessment:

- individual assignment or investigation
- individual or group reflective reports
- individual or group reflective summaries
- individual professional discussion
- evidence from a workplace project or activity
- workplace testimony.

Some assessment criteria for this unit contain the operative verb *discuss*, for example '*1.2 Discuss measures that can minimise threats to validity and reliability*'. During assessment against such criteria, learners should demonstrate their critical intellectual abilities and understanding of the issues at the heart of the criteria. Typically this might include: establishing relevant boundaries within which to posit the discussion, eg a certain type of assessment or organisation; demonstrating an understanding of the key terms and their significance, exploring their meaning, scope and relevance within the boundaries established; identifying and critically

examining various ways in which relevant factors may positively or negatively impact on the situation and the practical steps that organisations can take to ensure a successful outcome; where appropriate proposing a hypothesis and arguing the pros and cons, supported by evidence drawn from relevant theory or practice; and using evidence to draw appropriate conclusions about the practice of assessment which may be applied successfully in other situations.

### **Suggested assessment activity**

Centres are responsible for producing their own assignments for assessment purposes to meet local needs and resources, either by writing them or by adapting Edexcel assignments. All assessments will be graded pass or fail only, with no discrimination between other grades such as merit and distinction.

Below, for guidance only, is an example of an assignment to illustrate how an assignment might be scoped and related to the assessment criteria for this unit.

The learner has to develop a summary report on the conduct of assessment based on a case study or a live project in an organisation that covers:

- minimising threats to the validity and reliability of assessments in two or more subjects/domains in an organisation
- increasing inter- and intra- marker reliability
- collecting, recording and handling assessment evidence and personal information.

Assessment evidence may take forms such as:

- a management report
- a presentation
- an audit or corrective action report
- a collection or portfolio of supporting evidence to demonstrate the learner's understanding.

### **Essential resources**

As this is a work-based programme, all participants in the programme will either be directly involved in assessment or have access to situations or organisations running assessments.

Participants will also find it helpful to be members of the CIEA in order to benefit from access to the wide range of online and published learning and assessment materials provided by the Institute.

### **Indicative resource materials**

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McIntire S A and Miller L A – *Foundations of Psychological Testing: A Practical Approach 2nd Edition* (Sage Publications, 2007) ISBN 9781412924849

Stobart G – *Testing Times: the uses and abuses of assessment* (Routledge, 2008) ISBN 9780415404754

Harlen, W. (2006) The role of teachers in the assessment of learning.  
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Sadler, R. (1998) Formative Assessment: revisiting the territory. *Assessment in Education*, 5(1): 77-84.

### Journals

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<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.edexcel.com">www.edexcel.com</a>	Edexcel Limited
<a href="http://www.gtce.org.uk">www.gtce.org.uk</a>	General Teaching Council for England
<a href="http://www.hbr.org">www.hbr.org</a>	Harvard Business Review
<a href="http://www.ioe.ac.uk">www.ioe.ac.uk</a>	Institute of Education University of London
<a href="http://www.lluk.org.uk">www.lluk.org.uk</a>	Lifelong Learning UK
<a href="http://www.ndaq.org.uk">www.ndaq.org.uk</a>	National Database of Approved Qualifications
<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>	Office of Qualifications and Examinations Regulation
<a href="http://www.tda.gov.uk">www.tda.gov.uk</a>	Teaching and Development Agency for Schools



## Unit 3: Management of the Evaluation of Assessments

**Unit code:** D/601/8292

**QCF level 7:** Professional

**Credit value:** 15

**Guided learning hours:** 30

### Unit aim

The purpose of this unit is to provide educational and workplace assessors with an understanding of, and skills in, evaluating and feeding back on assessments across an organisation. This is a key element in the management of assessment.

### Unit introduction

This unit focuses on the evaluation of the data and evidence generated by assessments across an organisation and their use for evaluation purposes. The unit develops understanding of how to critically analyse, interpret and evaluate complex information generated by assessments in order to identify and create ways forward in a context where there are many interacting factors.

The evidence generated by assessments within organisations can be used, firstly, to evaluate the performance of learners and the assessment itself and, secondly, to identify and bring about improvements in learning, in the assessment instrument itself or in the organisational context in which the assessment is designed or used. Quantitative methods are used wherever feasible, an emphasis that adds rigour to the evaluation stage of the assessment process which is frequently skimmed over or left to awarding bodies.

The unit develops an understanding of practical, conceptual and quantitative techniques for:

- Evaluating the validity and reliability of assessment instruments across an organisation.
- Evaluating the outcomes achieved by learners.
- Determining appropriate improvements to assessment practices and processes.
- Feeding back to learners so that they can improve their learning.
- Feeding back to assessors so that they can improve their practice.

The unit also develops skills in preparing and providing feedback following the evaluation of an assessment and learners' performance. Feedback is provided both to learners, so that they can improve their learning, and to assessors so that they can improve their practice. This is an opportunity for learners to enhance their interpersonal skills in supporting others in developing their learning and performance.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to critically evaluate the validity and reliability of assessment instruments	1.1 Critically evaluate evidence in terms of validity and reliability of an assessment. 1.2 Analyse evidence to evaluate the validity of an assessment instrument for a given task. 1.3 Analyse evidence to evaluate the reliability of assessment instruments for given samples of learners.
2 Understand how to evaluate the assessment outcomes of learners in order to report impact and bring about improvement in teaching and learning	2.1 Critically examine evidence on learners' assessment outcomes and the purposes for which the evidence may reliably be used. 2.2 Evaluate methods of reporting assessment outcomes to stakeholders. 2.3 Justify how the outcomes of assessment can be used to improve teaching, learning and assessments.
3 Understand how to determine actions to improve assessment across an organisation	3.1 Critically evaluate how an assessment instrument for a given task can be modified to improve its validity and reliability. 3.2 Critically review methods for identifying and evaluating threats to reliability and validity to improve assessment structures and systems. 3.3 Critically reflect on methods for improving assessment processes and practices.
4 Be able to devise and deliver appropriate feedback to learners and assessors	4.1 Carry out a critical reflection on methods and personal skills for delivering effective feedback to learners and assessors. 4.2 Guide learners on interpreting evidence from assessment to improve own learning. 4.3 Guide assessors to interpret evidence from assessment to improve practice.

## Unit content

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### 1 **Understand how to critically evaluate the validity and reliability of assessment instruments**

*Validity and reliability of assessment instruments:* the definitions of validity and reliability and the relative importance of validity, reliability and manageability (Stobart) were covered in Unit 2, the content is similar but from a post-assessment perspective (when hard evidence is available) and of the whole assessment process (from design through to outcomes)

*Critically evaluate evidence:* purpose(s) to which evidence is to be put; identification of primary and other data that may be available; criteria for evaluating evidence such as authenticity, sufficiency, accuracy and currency; critical appraisal of the evidence using appropriate criteria including judgement on the suitability and adequacy of the evidence for the intended purpose(s); multi-level models of evaluation eg Kirkpatrick's learning evaluation model

*Analyse evidence to evaluate validity of assessment instruments:* identification of the assessment purpose; criteria for evaluating validity such as facility, fairness and consistency; judgement on face, content and construct validity of an instrument; relative importance of validity in summative and formative assessments; judgements on convergent or discriminant validity in a work-based context

*Analyse evidence to evaluate reliability of an assessment instrument:* identification of the assessment purpose; criteria for evaluating reliability such as facility, fairness and consistency; techniques for identifying and quantifying any bias; judgements on reliability of an instrument; relative importance of reliability in summative and formative assessments

**2 Understand how to evaluate the assessment outcomes of learners in order to report impact and bring about improvement in teaching and learning**

*Critically evaluate evidence:* types and points at which evidence is generated eg Kirkpatrick's 4 stages of learning evaluation and purpose(s) to which evidence is to be put; identification of primary and other data that may be available; criteria for evaluating evidence such as authenticity, sufficiency, accuracy and currency; critical appraisal of the evidence using appropriate criteria including judgements on the suitability and adequacy of the evidence for the intended purpose(s)

*Methods of reporting assessment outcomes:* identification of stakeholders and their areas of interest in and likely use of assessment outcomes; scope of outcomes to be reported; characteristics of a range of methods for reporting; criteria for evaluating fitness for purpose of reports; use of criteria to evaluate methods available for reporting in a given context; typical structure and contents of reports to stakeholders

*Justify improvements in teaching, learning and assessment:* relationship between assessment outcomes and teaching and learning; deriving insights from evaluation of assessments; identification of decisions to be made on future teaching, learning and assessment; identification, prioritisation and justification of possible improvements

### 3 Understand how to determine actions to improve assessment across an organisation

*Modify an instrument to improve its validity and reliability:* developing insights from evaluation of assessments into source, nature and impact of threats to validity and reliability; identification, prioritisation and justification of possible improvements to assessment instrument; assessment of impact on and risks to validity and reliability; specific courses of action to be undertaken

*Improve assessment structures and systems:* developing insights from evaluation of assessments into source, nature and impact of threats to validity and reliability; problem-solving techniques eg cause and effect analysis and brainstorming to identify root causes and possible improvements; prioritisation and justification of improvements to assessment structures and systems; assessment of impact on and risks to validity and reliability; specific courses of action to be undertaken to implement improvements through measures such as organisation action plans, organisation development plans eg for structural changes or QA procedures improvement and preventive action planning

*Improve assessment processes and practices:* developing insights from evaluation of assessments into source, nature and impact of threats to validity and reliability; problem-solving techniques eg cause and effect analysis and brainstorming to identify possible improvements; prioritisation and justification of possible improvements to assessment processes and practices; assessment of impact on and risks to validity and reliability; specific courses of action to be undertaken to implement improvements through measures such as sharing good assessment practice, team development plans and personal development plans

### 4 Be able to devise and deliver appropriate feedback to learners and assessors

*Methods and skills for providing feedback:* characteristics of methods and techniques eg one-to-one, group, coaching and mentoring for providing feedback; critical evaluation of methods and techniques for a given situation; deciding the timing, scope and method of feedback; personal skills required for giving feedback effectively; planning the feedback

*Guide learners:* use of assessment outcomes, evidence and insights to provide objective and independent feedback to learners; encouragement of learners to seek feedback peers to identify areas for improvement; techniques for setting or revising learning goals; identification of learning activities to achieve learning goals; techniques for developing learners' commitment to learning goals and plans; provision of appropriate support and encouragement to learners; review of progress against learning goals

*Guide assessors:* use of assessment outcomes, evidence and insights to provide objective and independent feedback to assessors; encouragement of assessors seek feedback from colleagues to identify areas for improvement; techniques for setting or revising personal learning and development goals; identification of relevant information on possible learning activities to achieve learning and development goals; provision of appropriate support and encouragement to assessors undertaking learning and development activities; review of progress against learning and development goals

## Essential guidance for tutors

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### Delivery

Many learners are likely to be less familiar with the evaluation of assessments than other aspects of assessment, either because they are not familiar with the techniques or are simply not usually involved. They are therefore likely to need greater support and practise to develop their knowledge and skills in this area. Learners are likely, however, to have considerable experience in providing feedback and this unit is an opportunity both to reflect on and to extend their experience and skills in this area of personal performance.

The essential understanding that this unit is aiming to establish is of the principal techniques for evaluating the nature and quality of the evidence and data available from assessments and then to use that evidence and data to evaluate the performance of learners and the assessment as a whole. A key purpose of the evaluation is to provide insights into potential improvements in teaching, learning and assessment, both within individual subjects/domains and across an organisation.

Based on insights from the evaluation, learners can then propose next steps in learning and teaching, improvements in assessment and improvements for assessment practice and assessors themselves. The understanding in this context is demonstration of the Level 7 emphasis on learners' abilities to analyse and form evidence-based judgements on the presenting situation in an assessment, and to draw on their understanding to propose and justify appropriate ways forward and action plans for progress and improvements. These action plans may focus on technical aspects, eg of a specific assessment instrument, or more widely on systems and structures for assessment at an organisational level.

Delivery should, therefore, convey the concepts and techniques for effective evaluation of assessments, the insights that the evaluation can yield, the decisions that need to be made and the implications of all of these for future teaching, learning and assessment. This can be achieved through various learning activities such as taught input, personal reading, practical activities, research and investigation, discussion, group activity and work-based projects or activities. Role play may provide a valuable learning activity for the provision of feedback,

Learners should be encouraged to explore examples of good and poor practice. Opportunities could include: literature reviews, case studies, 'live' assessment evaluations and sharing of practice between learners.

### Assessment

A variety of methods can be adopted for assessment:

- individual assignment or investigation
- individual or group reflective reports
- individual or group reflective summaries
- individual professional discussion
- evidence from a workplace project or activity
- workplace testimony.

### Suggested assessment activity

Centres are responsible for producing their own assignments for assessment purposes to meet local needs and resources, either by writing them or by adapting Edexcel assignments. All assessments will be graded pass or fail only, with no discrimination between other grades such as merit and distinction.

Below, for guidance only, is an example of an assignment to illustrate how an assignment might be scoped and related to the assessment criteria for this unit.

For this unit the learner has to develop a summary report evaluating the conduct of assessment based on a case study or a live project in an organisation that covers:

- the evaluation of evidence of the validity and reliability of assessments in two or more subjects/domains in an organisation.
- the evaluation of learning outcomes.
- using an evaluation to propose improvements in assessment.
- guidance to be given to learners for next steps in learning.
- guidance to be given to assessors to improve practice.

Assessment evidence may take forms such as:

- a management report
- a presentation
- an audit or corrective action report
- a collection or portfolio of supporting evidence to demonstrate the learner's understanding.

### Essential resources

As this is a work-based programme, all participants in the programme will either be directly involved in assessment or have access to situations or organisations running assessments.

Participants will also find it helpful to be members of the CIEA in order to benefit from access to the wide range of online and published learning and assessment materials provided by the Institute.

### Indicative resource materials

#### Textbooks

Black P, Harrison C, Lee C, Marshall B and William D – *Assessment for Learning: Putting it into practice* (Open University Press, 2003) ISBN 9780335212972

Bond T G and Fox C M – *Applying the Rasch Model: Fundamental Measurements in the Human Sciences 2nd Edition* (Psychology Press, 2007) ISBN 9780805854626

Clarke S – *Formative Assessment in the Secondary Classroom* (Hodder Education, 2005) ISBN 9780340887660

Handy C – *Understanding organisations 4th Edition* (Penguin, 2005) ASIN B0014F76I4

Koretz D – *Measuring Up: What Educational Testing Really Tells Us* (Harvard University Press, 2008) ISBN 9780674028050

McIntire S A and Miller L A – *Foundations of Psychological Testing: A Practical Approach 2nd Edition* (Sage Publications, 2007) ISBN 9781412924849

Sallis E – Total Quality Management in Education 3rd Edition (Routledge, 2002)  
ISBN 9780749437961

Stobart G – *Testing Times: the uses and abuses of assessment* (Routledge, 2008)  
ISBN 9780415404754

Thorndike R.M and Thorndike-Christ T M – *Measurement and Evaluation in Psychology and Education 8th Edition* (Allyn & Bacon, 2009) ISBN 9780132403979

Harlen, W. (2006) The role of teachers in the assessment of learning.  
[www.assessment-reform-group.org/ASF%20booklet%20English.pdf](http://www.assessment-reform-group.org/ASF%20booklet%20English.pdf)

Sadler, R. (1998) Formative Assessment: revisiting the territory. *Assessment in Education*, 5(1): 77-84.

### Journals

CIEA quarterly journal for members (Chartered Institute of Educational Assessors)

Harvard Business Review (Harvard Business Publishing)

### Websites

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

<a href="http://www.ciea.org.uk">www.ciea.org.uk</a>	Chartered Institute of Educational Assessors
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.edexcel.com">www.edexcel.com</a>	Edexcel Limited
<a href="http://www.gtce.org.uk">www.gtce.org.uk</a>	General Teaching Council for England
<a href="http://www.hbr.org">www.hbr.org</a>	Harvard Business Review
<a href="http://www.ioe.ac.uk">www.ioe.ac.uk</a>	Institute of Education University of London
<a href="http://www.lluk.org.uk">www.lluk.org.uk</a>	Lifelong Learning UK
<a href="http://www.ndaq.org.uk">www.ndaq.org.uk</a>	National Database of Approved Qualifications
<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>	Office of Qualifications and Examinations Regulation
<a href="http://www.tda.gov.uk">www.tda.gov.uk</a>	Teaching and Development Agency for Schools
<a href="http://www.valuebasedmanagement.net">www.valuebasedmanagement.net</a>	Value Based Management net

## Unit 4: Management of Improvements in Assessment Performance

**Unit code:** H/601/8293

**QCF level 7:** Professional

**Credit value:** 20

**Guided learning hours:** 40

### Unit aim

The aim of this unit is to give educational and workplace assessors the opportunity to consolidate their knowledge, understanding and application of assessment practice in a specific assessment context by developing, and exploring the strategic implications of, initiatives to improve assessment across an organisation.

### Unit introduction

Having extended and deepened their knowledge and understanding of the three stages of the assessment process in Units 1-3, learners now explore the application of relevant theories and practices in assessment and take responsibility for developing strategies and courses of action to bring about improvements in assessment performance. This is achieved by undertaking a significant project (the practical benefits of which can be available to the host organisation) at assessment team level, at organisation level or across organisations.

Learners work in a familiar context, critically analysing and synthesising relevant theory and practice in three main areas:

- Using appropriate approaches to quality management to assure effectiveness in assessment across an organisation.
- Leading change in assessment according to role as a team leader, as a senior manager in an organisation or as an external adviser on assessment.
- Facilitating and using relationships and networks to effect change.

Throughout this unit emphasis is placed on learners' skills as a reflective practitioner to encourage deeper learning and practice as an assessor.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Understand how to lead change to improve assessment across an organisation	1.1 Critically consider research into organisational and change leadership. 1.2 Critically assess current trends and developments in assessment as drivers of change. 1.3 Evaluate strategies to lead change designed to improve assessment.
2 Understand how quality management can improve assessment across an organisation	2.1 Evaluate methodologies for the management of quality to improve assessment. 2.2 Critically evaluate approaches to setting up quality management systems. 2.3 Critically examine the implications for assessment delivery and outcomes, using quality improvement methodologies.
3 Understand how relationships between stakeholders can affect assessment improvement	3.1 Discuss techniques for establishing consensus between stakeholders in an organisational context. 3.2 Critically appraise the effectiveness of techniques for resolving conflict between stakeholders in an organisational context. 3.3 Discuss techniques for optimising the performance of an assessment team.
4 Be able to reflect on own learning and performance in assessment	4.1 Critically reflect on different assessment feedback methodologies. 4.2 Reflect on how feedback mechanisms have influenced performance. 4.3 Share information and good practice in assessment with others. 4.4 Devise a personal plan for next steps in learning and development as an assessment practitioner.

## Unit content

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### 1 **Understand how to lead change to improve assessment across an organisation**

*Research into organisational and change leadership:* theories of organisation eg McKinsey, distinction between the formal and informal parts of the organisation; theories of culture eg Schein, Hofstede, Deal & Kennedy, Handy and Trice & Beyer; theories of leadership eg charismatic leadership, trait theory, functional theory, behavioural and style theories, contingency theories, transactional and transformation theories, and leadership continuum; leadership skills eg Mintzberg, Cockerill; theories of management and leadership of change eg Kruger, Mayo, Lewin, Kanter, Kotter, Agyris, Senge; reasons for success and of failure of change programmes

*Current trends and developments in assessment:* research, reading to identify current trends and developments; classification of trends and developments eg social, political, legislative, economic, technological, educational; identification and evaluation of significance and impact of trends for assessment as a whole and for organisation in particular

*Drivers of change in an organisation:* analysis of triggers for change, both internal and external; assessment of impact if organisations do not react or delay their reaction to change; the nature of change and effect of change on organisation; barriers to change and their causes within organisation

*Strategies to lead change:* generic approaches to change eg Kotter & Schlesinger, Trice & Beyer, Kanter; types and characteristics of change in response to triggers eg transactional versus transformational change; vision and goals for change; evaluation of options for instilling change; establishing appropriate climate for change; change agenda; appropriate styles of change leaders; role of learning in change; identifying and overcoming barriers to change; critical evaluation of approach

**2 Understand how quality management can improve assessment across an organisation.**

*Quality management and quality improvement methodologies:* quality management, total quality management and ISO9000; quality assurance; quality control; continuous improvement; 6 sigma; EFQM and Baldrige Award; other forms of quality management eg regulation, professional standards and accreditation, best practice guidance, theory of constraints (Goldratt), 'beacon' status; critical appraisal of current approaches to managing quality and their relevance to assessment; criteria for evaluating suitability of methodologies for an organisation

*Approaches to setting up quality management systems:* components of a QMS; relationship with assessment; challenges and barriers to overcome; planning for setting up and implementing a system in an organisation, taking into account nature of the organisation, nature of its environment and goals

*Implications for assessment delivery and practice:* benefits of chosen quality methodology for assessment eg assessment delivery and outcomes; qualitative benefits eg making management and control of assessment easier and less stressful for the organisation and criteria against which benefits will be assessed; quantitative benefits and measurements to be used eg more or higher grades of learning achievements versus cost of making the improvement

**3 Understand how relationships between stakeholders can affect assessment improvement**

*Techniques for establishing organisational stakeholder consensus:* identification of stakeholder groups and their power and importance with respect to the organisation; management approach to stakeholder management eg strategic versus instrumental approaches or conformance with Clarkson Principles; strategies for managing stakeholders; definition and characteristics of consensus; techniques for achieving consensus eg use of power bases (French & Raven); personal skills in achieving consensus eg influencing skills

*Techniques for resolving conflict:* definition and characteristics of conflict; creative tension and constructive conflict; destructive conflict; sources of conflict eg when needs of task, team and individual conflict (Adair); techniques for conflict management; tactics for conflict prevention, minimisation and resolution, both by protagonists and a third party, including overcoming barriers

*Techniques for optimising assessment team performance:* definition and characteristics of team; measuring performance of teams; team roles and composition eg team role inventory (Belbin); team formation and development eg life-cycle stages of a team (Tuckman) and challenges to teams (Lencioni); team dynamics (eg Adair); role(s) of leader in team performance

**4 Be able to reflect on own learning and performance in assessment**

*Critical reflection:* definition and characteristics of a 'reflective practitioner'; role of reflection in learning and continuing professional development

*Assessment feedback methodologies:* definitions, models and characteristics of 'feed back' and 'feed forward'; formal and informal forms of feedback; positive and negative feedback and their relationship with behaviour; inhibitors and barriers to feedback; uses of feedback in organisations eg in appraisals and performance reviews, 360° feedback, as a control mechanism; types of feedback in learning eg Fleming & Levie

*Influence of feedback on performance:* personal performance eg 7 Habits of Highly Effective People (Covey); research and critical appraisal of feedback on performance of an individual or team; conclusions on effectiveness of feedback, should be given and skills of feedback provider

*Sharing information and good assessment practice with others:* identifying 'good' or 'best' practice and making it explicit; origins of good practice eg within the organisation or external, derived from insight or a deliberate technique such as benchmarking; role of information and good practice sharing in personal and organisational performance; formal and informal techniques for information and practice sharing eg ranging from informal information sharing through formal training or briefing to coaching and mentoring; planning and managing information and practice sharing as an individual and within a team or organisation eg with whom to share, what to share, how to share, when to share

*Personal learning or development plan:* definition of a personal learning or development plan; formal and informal plans; stakeholders and their roles in plans; personal styles eg learning style, setting goals, planning learning or development activities, constituent elements of plan, reviewing progress, evaluating success

## Essential guidance for tutors

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### Delivery

This unit differs from Units 1-3 in that it gives a more holistic and strategic perspective of assessment whereas Units 1-3 concentrated on one stage of the assessment process. It therefore lends itself to a different style of delivery, one focusing more on the application of knowledge and understanding in a context that is relatively familiar to the learner. The unit is based on delivering an improvement in assessment performance and requires the learner to reflect on and incorporate leadership strategies for change, leveraging of quality management techniques to achieve improvements, developing and maintaining consensus amongst stakeholders and reflective assessment practice as a professional. Learners may be new to many of these concepts and should be given the appropriate support.

Quality management, which forms a significant part of this unit, builds on what was covered in Unit 1. The emphasis in Unit 1 is the exploration and understanding of the quality system at work in organisations and their relationship with assessment. In this unit the emphasis shifts to making improvements, either to the quality system itself or by leveraging quality management approaches to deliver improvements in assessment.

While by no means the only delivery model, it is envisaged that learners will undertake a significant project in their own organisations, or in organisations to which they have access, with the aim of identifying and bringing about an improvement in assessment performance. Learners are likely to undertake such a project in one of three contexts:

- as the leader or a member of an assessment team, usually within an organisation or centre, where the focus is an improvement or change in the team's performance.
- As a lead assessor or an assessor charged with responsibility for assessment across an organisation; in this case the focus would be an improvement or change in the performance in assessment of the organisation as a whole.
- As an external assessor, such as a moderator or verifier, helping one or more organisations to embrace a new qualification or assessment processes or practices.

The driving need or triggers for change will vary from organisation to organisation. However, typical drivers or causes may include: a new assessment being launched or made available; a new policy or QA requirement; a critical event, eg school being put under special measures; or an intrinsic desire by the leadership team in an organisation to raise the standards of performance in assessment.

In undertaking such a project, learners will be contextualising the relevant theory and practice, using their analysis and critical evaluation skills to understand complex and interacting factors present in a situation, and then bringing new perspectives and formulating solutions to overcome challenges and deliver an improvement. Learners should be encouraged to explore and apply relevant theory in analysing situations, developing options and justifying solutions. The complicity of the host organisation is paramount in this type of project and each learner should ideally have an internal sponsor or mentor to oversee the project. The role of the delivery team or tutors is to help learners to establish objectives, to facilitate relationships within the organisation as required and to help the learner to maintain

an objective perspective on the situation and deploy the relevant range of theoretical frameworks to bring a new perspective.

### Assessment

A variety of methods can be adopted for assessment:

- individual assignment or investigation
- individual or group reflective reports
- individual or group reflective summaries
- individual professional discussion
- evidence from a workplace project or activity
- workplace testimony.

Some assessment criteria for this unit contain the operative verb 'discuss', for example '*3.3 Discuss techniques for optimising the performance of an assessment team*'. During assessment against such criteria, learners should demonstrate their critical intellectual abilities and understanding of the issues at the heart of the criteria. Typically this might include: establishing relevant boundaries within which to posit the discussion, eg a certain type of assessment or organisation; demonstrating an understanding of the keys terms and their significance, exploring their meaning, scope and relevance within the boundaries established; identifying and critically examining various ways in which relevant factors may positively or negatively impact on the situation and the practical steps that organisations can take to ensure a successful outcome; where appropriate proposing a hypothesis and arguing the pros and cons, supported by evidence drawn from relevant theory or practice; and using evidence to draw appropriate conclusions about the practice of assessment which may be applied successfully in other situations.

### Suggested assessment activity

Centres are responsible for producing their own assignments for assessment purposes to meet local needs and resources, either by writing them or by adapting Edexcel assignments. All assessments will be graded pass or fail only, with no discrimination between other grades such as merit and distinction.

Below, for guidance only, is an example of an assignment to illustrate how an assignment might be scoped and related to the assessment criteria for this unit.

For this unit the learner has to develop a critical and reflective report based on an exploration of change in an aspect of assessment in an organisation. The report must include an understanding of the need and context for change both in the organisation and its environment, an evaluation of options for delivering change, an action plan for change and a reflective and critical evaluation of the (potential or actual) impact of the change. The report may then be presented to an audience. The learner should include in the report a reflection on personal learning and its implications for practice and development.

The content for the report may be based on activities in assessment such as:

- direct involvement in a project of significant change in one or more organisations.
- Planning and justifying significant change to an organisation.
- An investigation in an organisation that is either undergoing significant change or coming to terms with significant change.

- A critical reflection following placement in an organisation undergoing significant change.
- Participation in a group learning process looking to compare radical change processes in a range of organisations followed by an individual report of learning.'

### Essential resources

As this is a work-based programme, all participants in the programme will either be directly involved in assessment or have access to situations or organisations running assessments.

Participants will also find it helpful to be members of the CIEA in order to benefit from access to the wide range of online and published learning and assessment materials provided by the Institute.

### Indicative resource materials

#### Textbooks

Bass B M and Avolio B J – *Improving Organizational Effectiveness Through Transformational Leadership* (Sage Publications, 1993) ISBN 9780803952362

Blanchard K – *Leading at a Higher Level: Blanchard on How to be a High Performing Leader 2nd Edition* (Financial Times/Prentice Hall, 2010) ISBN 9780273736189

Cameron E and Green M – *Making Sense of Change Management: A Complete Guide to the Models, Tools and Techniques of Organizational Change. 2nd Edition* (Kogan Page) ISBN 9780749456023

Cohen L, Manion L and Morrison K – *Research Methods in Education 6th Edition* (Routledge, 2007) ISBN 9780415368780

Handy C – *Understanding organisations 4th Edition* (Penguin, 2005) ASIN B0014F76I4

Sallis E – *Total Quality Management in Education 3rd Edition* (Routledge, 2002) ISBN 9780749437961

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Elwood, J. and Klenowski, V. (2002). Creating communities of shared practice: Assessment use in learning and teaching, *Assessment and Evaluation in Higher Education*, 27(3), pp. 243-256.

Harlen, W. (2006) The role of teachers in the assessment of learning. [www.assessment-reform-group.org/ASF%20booklet%20English.pdf](http://www.assessment-reform-group.org/ASF%20booklet%20English.pdf)

#### Journals

CIEA quarterly journal for members (Chartered Institute of Educational Assessors)

Harvard Business Review (Harvard Business Publishing)

**Websites**

Various websites are available with assessment-related content, some of which will depend on the specific sector, market and organisation. An indicative range of general websites is given below.

<a href="http://www.ciea.org.uk">www.ciea.org.uk</a>	Chartered Institute of Educational Assessors
<a href="http://www.cipd.co.uk">www.cipd.co.uk</a>	Chartered Institute of Personnel and Development
<a href="http://www.edexcel.com">www.edexcel.com</a>	Edexcel Limited
<a href="http://www.gtce.org.uk">www.gtce.org.uk</a>	General Teaching Council for England
<a href="http://www.hbr.org">www.hbr.org</a>	Harvard Business Review
<a href="http://www.ioe.ac.uk">www.ioe.ac.uk</a>	Institute of Education University of London
<a href="http://www.lluk.org.uk">www.lluk.org.uk</a>	Lifelong Learning UK
<a href="http://www.ndaq.org.uk">www.ndaq.org.uk</a>	National Database of Approved Qualifications
<a href="http://www.ofqual.gov.uk">www.ofqual.gov.uk</a>	Office of Qualifications and Examinations Regulation
<a href="http://www.tda.gov.uk">www.tda.gov.uk</a>	Teaching and Development Agency for Schools
<a href="http://www.valuebasedmanagement.net">www.valuebasedmanagement.net</a>	Value Based Management net



## Further information

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For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website ([www.Edexcel.com](http://www.Edexcel.com)).

## Useful publications

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Related information and publications include:

- *Guidance for Centres Offering Edexcel/Edexcel QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional skills publications – specifications, tutor support materials and question papers
- *Regulatory arrangements for the Qualification and Credit Framework* (published by Ofqual) August 2008
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

### How to obtain National Occupational Standards

Chartered Institute of Educational Assessors  
53-55 Butts Road  
7th Floor  
Earlsdon Park  
Coventry  
CV1 3BH

Email: [info@ciea.org.uk](mailto:info@ciea.org.uk)

# Professional development and training

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Edexcel supports UK and international customers with training related to Edexcel qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website ([www.Edexcel.com/training](http://www.Edexcel.com/training)). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

Edexcel and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

# Annexe A

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## Overview of the Chartered Institute of Educational Assessors

This Annexe provides a brief overview of the Chartered Institute of Educational Assessors as the professional body which developed this qualification in partnership with Edexcel. Further information about the Institute can be seen on the website [www.ciea.org.uk](http://www.ciea.org.uk).

### Purpose

The Chartered Institute of Educational Assessors (CIEA) is an independent professional body committed to improving the quality of assessment for the benefit of assessors, learners and society.

### Brief background/rationale

The CIEA exists to provide support, recognition and professional representation for the assessment community. It was set up as part of UK Government initiatives emerging from the Tomlinson report.

The CIEA is dedicated to improving the quality of assessment. It aims to achieve this through four key areas of activity:

- Supporting excellence in assessment
- Encouraging professional development for individuals involved in assessment
- Disseminating good practice in assessment
- Providing professional recognition for the assessment community.

Launched in 2006, the Institute focuses on developing the knowledge, capability and skills of everyone involved in the exams, testing and assessment. The CIEA plans to co-ordinate research into assessment best practice, as well as to develop models and tools to help make assessment roles more efficient and effective.

### Membership

Membership of the Institute is available to people with an involvement or interest in assessment. Membership provides independent recognition of members' professional contribution in assessment and confers a range of professional and personal benefits. The various grades of membership on offer are:

- Associate Member (ACIEA) – typically those with 1-3 years' experience in educational or workplace assessment
- Full Member (MCIEA) – for more advanced assessors who are able to demonstrate at least three years' educational or workplace assessment experience (including at least one year's experience at team leader level or above)
- Fellowship (FCIEA) – for the most experienced and expert practitioners in educational and workplace assessment
- Student Member – for those pursuing a relevant course of study, a key benefit of which is access to the CIEA's comprehensive and authoritative online knowledge centre with over 8,000 periodicals, articles, research reports and other documents about educational and workplace assessment from all over the world.

- Affiliate Membership – for anyone with an interest in assessment, regardless of qualifications and experience.

Members of the Institute, other than Affiliate members, are entitled to use the CIEA membership letters shown above after their names.

### **Chartered Educational Assessor**

Under its Charter, the CIEA has the right to offer members the opportunity to become accredited as a Chartered Educational Assessor (CEA). This award, and the personal development and accreditation that go with it, will be instrumental in sustaining and improving a robust and reliable assessment system that is directly aligned to teaching and learning.

This Edexcel Level 7 qualification is one of 4 routes available to members to become CEAs. A typical progression to CEA via this qualification might be:

- complete Edexcel Level qualification
- return to the workplace to put concepts and new learning into practice to confirm experience and competence in assessment
- apply to enter the CEA gateway programme by demonstrating that they have the appropriate experience and qualifications
  - If accepted, join the CEA gateway programme and undertake a significant project to deliver change in assessment in an organisation and complete a portfolio which is assessed
  - If the portfolio is deemed satisfactory, the applicant is awarded CEA status and has to complete annual CPD to retain the status.

With their considerable experience and recognition, CEAs will be equipped to work in responsible positions in assessment in schools, workplaces, other organisations where assessment is practised, awarding bodies and educational authorities. They may also work independently as consultants, advisors and interim managers to organisations involved in assessment.

### **CIEA Professional Framework for Assessors**

As a set of standards for educational and workplace assessment, the CIEA's Professional Framework for Assessors is the foundation on which the professional body's training and qualifications, member grades and CEA accreditation are based. The Framework covers formative, summative and vocational assessment contexts, from both external and internal perspectives. Developed by the CIEA with support from partners across the educational and workplace assessment landscape, the rigour and fitness for purpose of the Framework has been independently validated.

Further information about the Framework is contained in *Annexe C*.

# Annexe B

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## Wider curriculum mapping

Edexcel Level 7 qualifications give learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

### **Environmental issues**

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

### **European developments**

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

### **Health and safety considerations**

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

### **Equal opportunities issues**

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities, for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.



# Annexe C

## Occupational standards mapping with qualification

The grid below maps the knowledge covered in the Edexcel Level 7 Diploma in Assessment Management against the underpinning knowledge of the CIEA Professional Framework for Assessors. The CIEA Framework is shown here in generic and abbreviated form.

### KEY

- \* indicates full coverage of the underpinning knowledge by the unit
- # indicates partial coverage of the underpinning knowledge by the unit
- a blank space indicates no coverage of the underpinning knowledge

Units	1	2	3	4
Strand A: Preparing for assessment A1: Audit readiness for assessment A2: Set policy and outcomes A3: Plan strategy A4: Design assessments A5: Confirm readiness	*			#
Strand B: Conducting assessments B1: Agree assessment criteria B2: Assess B3: Check consistency B4: Moderate or verify B5: Collect assessment data		*		#
Strand C: Evaluating and feeding back on assessments C1: Evaluate evidence of learners' progress C2: Evaluate performance of the assessment C3: Provide feedback to those involved in assessment C4: Provide feedback to learners C5: Take action to enhance learning C6: Report to stakeholders			*	#

Units	1	2	3	4
Strand D: Managing personal learning and developing performance D1: Reflect D2: Plan learning D3: Learn and apply D4: Evaluate learning	#			*
Strand E: Performing effectively as a member of a team E1: Manage self E2: Work in a team E3: Cooperate with others E4: Develop others	#		#	*

Refer to the CIEA website ([www.ciea.org](http://www.ciea.org)) for the full version of the Framework which shows detail for summative, vocational and formative assessment contexts at three levels: for a cohort of learners, across a team of assessors and for a specification or a number of teams of assessors.

# Annexe D

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## Glossary of accreditation terminology

The following information about these qualifications can also be found on the Edexcel website.

<b>Accreditation start/end date</b>	The first/last dates that Edexcel can register learners for a qualification.
<b>Certification end date</b>	The last date on which a certificate may be issued by Edexcel.
<b>Credit value</b>	All units have a credit value. The minimum credit value that may be determined for a unit is one, and credits can only be awarded in whole numbers. Learners will be awarded credits for the successful completion of whole units.
<b>Guided Learning Hours (GLH)</b>	Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.
<b>Learning Aims Database</b>	Link to the Learning Aims Database, which features detailed funding information by specific learning aim reference.
<b>Learning Aim Reference</b>	Unique reference number given to the qualification by the funding authorities on accreditation.
<b>Level</b>	The level at which the qualification is positioned in the Qualifications and Credit Framework (QCF).
<b>Performance tables</b>	This/these qualifications is/are listed on the Department for Education (DfE) website School and College Achievement and Attainment Tables (SCAAT) as performance indicators for schools and colleges.
<b>Qualifications Accreditation Number (QAN)</b>	Unique reference number given to the qualification by the regulatory authorities on accreditation.
<b>Register of Regulated Qualifications</b>	Link to the entry on the Register of Regulated Qualifications for a particular qualification. This database features detailed accreditation information for the particular qualification.
<b>Section 96</b>	Section 96 is a section of the Learning and Skills Act 2000. This shows for which age ranges the qualification is publicly funded for under-19 learners.

<b>Section 97</b>	Section 97 is a section of the Learning and Skills Act 2000. This shows whether the qualification is publicly funded for learners aged 19 and over.
<b>Title</b>	The accredited title of the qualification.
<b>UCAS points</b>	This/these qualification(s) is/are listed on the Universities and Colleges Admissions Service (UCAS) tariff for those wishing to progress to higher education.

# Annexe E

## Edexcel Specialist and Professional qualifications

Edexcel qualifications on the NQF	Level	Edexcel Specialist and Professional Qualifications on the QCF	Edexcel qualification suites on the QCF
<b>Edexcel Level 7 Advanced Professional Qualifications</b> Edexcel Advanced Professional Award, Certificate and Diploma	<b>7</b>	<b>Edexcel Level 7 Professional Qualifications</b> Edexcel Level 7 Award, Certificate, Extended Certificate and Diploma	
<b>Edexcel Level 6 Professional Qualifications</b> Edexcel Professional Award, Certificate and Diploma	<b>6</b>	<b>Edexcel Level 6 Professional Qualifications</b> Edexcel Level 6 Award, Certificate, Extended Certificate and Diploma	
<b>Edexcel Level 5 Professional Qualifications</b> Edexcel Professional Award, Certificate and Diploma	<b>5</b>	<b>Edexcel Level 5 Professional Qualifications</b> Edexcel Level 5 Award, Certificate, Extended Certificate and Diploma	<b>Edexcel Level 5 Higher Nationals</b> Edexcel Level 5 HND Diploma
<b>Edexcel Level 4 Professional Qualifications</b> Edexcel Professional Award, Certificate and Diploma	<b>4</b>	<b>Edexcel Level 4 Professional Qualifications</b> Edexcel Level 4 Award, Certificate, Extended Certificate and Diploma	<b>Edexcel Level 4 Higher Nationals</b> Edexcel Level 4 HNC Diploma
<b>Edexcel Level 3 Qualifications</b> Edexcel Award, Certificate, Extended Certificate and Diploma	<b>3</b>	<b>Edexcel Level 3 Specialist Qualifications</b> Edexcel Level 3 Award, Certificate, Extended Certificate and Diploma	<b>Edexcel Level 3 Nationals</b> Edexcel Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma

Edexcel qualifications on the NQF	Level	Edexcel Specialist and Professional Qualifications on the QCF	Edexcel qualification suites on the QCF
<b>Edexcel Level 2 Qualifications</b> Edexcel Award, Certificate, Extended Certificate and Diploma	<b>2</b>	<b>Edexcel Level 2 Specialist Qualifications</b> Edexcel Level 2 Award, Certificate, Extended Certificate and Diploma	<b>Edexcel Level 2 Firsts</b> Edexcel Level 2 Certificate, Extended Certificate and Diploma
<b>Edexcel Level 1 Qualifications</b> Edexcel Award, Certificate, Extended Certificate and Diploma	<b>1</b>	<b>Edexcel Level 1 Specialist Qualifications</b> Edexcel Level 1 Award, Certificate, Extended Certificate and Diploma	<b>Edexcel Level 1 Qualifications</b> Edexcel Level 1 Award, Certificate and Diploma (vocational component of Foundation Learning)
	<b>E</b>	<b>Edexcel Entry Level Specialist Qualifications</b> Edexcel Entry Level Award, Certificate, Extended Certificate and Diploma	<b>Edexcel Entry Level Qualifications (E3)</b> Edexcel Entry Level 3 Award, Certificate and Diploma (vocational component of Foundation Learning)

**NQF** = National Qualifications Framework

**QCF** = Qualifications and Credit Framework

For most qualifications on the **NQF**, the accreditation end date is normally 31 August 2010 or 31 December 2010.

For qualifications on the **QCF**, the accreditation start date is usually 1 September 2010 or 1 January 2011.

QCF qualification sizes	
<b>Award</b>	1-12 credits
<b>Certificate</b>	13-36 credits
<b>Diploma</b>	37+ credits

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**For more information on Edexcel and BTEC qualifications  
please visit our website: [www.edexcel.com](http://www.edexcel.com)**

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