

For:

► Exams office staff

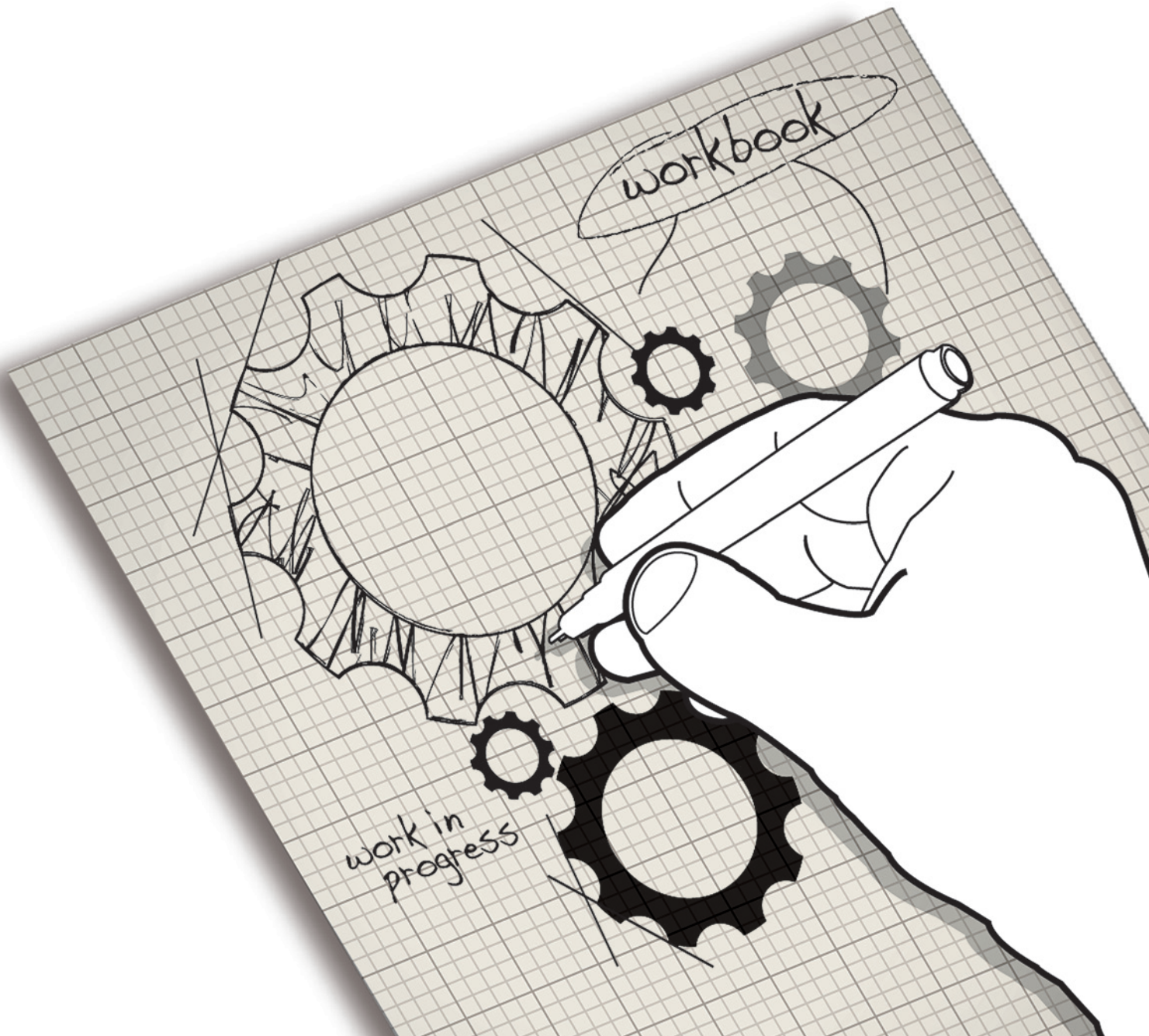


Qualifications
and Curriculum
Development
Agency

Autumn
2010

Administering the Diploma workbook

Becoming a Diploma expert



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

**Qualifications and Curriculum
Development Agency**

53–55 Butts Road
Earlsdon Park
Coventry
CV1 3BH

Telephone 0300 303 3010
Enquiry line 0300 303 3011
Textphone 0300 303 3012
Fax 0300 303 3014
info@qcda.gov.uk
www.qcda.gov.uk

QCDA/10/5021/p

ISBN 978-1-84962-566-1

First published in August 2010

© Qualifications and Curriculum Development Agency 2010

Reproduction, storage or translation, in any form or by any means, of this publication is prohibited without prior written permission of the publisher, unless within the terms of the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, provided full acknowledgement is given.

Contents

	Complete?
Administering the Diploma	2
Workshop – Using the Diploma aggregation service: part 1.....	4 <input type="radio"/>
Workshop – Using the Diploma aggregation service: part 2	5 <input type="radio"/>
Workshop – Working with awarding bodies.....	8 <input type="radio"/>
Workshop – Good practice in Diploma administration	12 <input type="radio"/>
Appendix 1 – Prior achievement form	
Appendix 2 – Work experience completion form	
Appendix 3 – Personal, learning and thinking skills (PLTS) completion form	
Appendix 4 – Components required for aggregation	

Name:
.....

Centre:
.....

Centre support officer:
.....

Today's date:
.....

Administering the Diploma

Welcome to your training session in administering the Diploma. The training will help you to understand what you need to do to successfully administer the Diploma for your students. The training includes using the *Diploma aggregation service*, using the unique learner number (ULN), understanding awarding body processes and taking a look at the practical realities of Diploma administration.

To help you get the most out of your day you'll spend much of your time in workshops. These are designed to give you the opportunity to ask questions, as well as work through exercises with other exams officers. The different workshops are:

- Using the *Diploma aggregation service*: part 1
- Using the *Diploma aggregation service*: part 2
- Working with awarding bodies
- Good practice in Diploma administration.

You'll find out at registration the order in which you'll attend the workshops.

Becoming a Diploma expert

This workbook is designed to help you become an expert in Diploma administration and problem solving.

Unlike a guidebook, this workbook asks you to find the answers yourself.

The workbook contains activities that will be used in the workshop sessions. The activities are real-life scenarios based on the experience of centres already offering the Diploma. They're designed to give you an insight into some of the challenges exams officers have already encountered along the way. The activities give you an opportunity to recognise potential difficulties in your own consortium before they happen and to feel equipped to deal with them.

Once you've completed the activities and attended the workshops, you can use the workbook as a handy reference guide to help you manage any challenges that arise after your training.

e-learning tool activities

During parts 1 and 2 of this workshop, you will be using a laptop to access activities and demonstrations on the DAS e-learning tool. You can access the DAS e-learning tool on the QCDA website by going to www.qcda.gov.uk/DAS, clicking on 'DAS information for centres' on the left-hand side of the page and then clicking on *DAS e-learning tool for centres* on the right-hand side of the next page.

An activity allows you to enter information into the e-learning tool to help you understand how to use DAS. A demonstration shows you the steps a user would follow when using a specific function of DAS.

The activities and demonstrations are listed below, using this key:



+ the name of an activity in the e-learning tool

OR



+ the name of a demo in the e-learning tool

AND















+ the name of the e-learning tool folder that contains the activity or demo.



Workshop – Using the Diploma aggregation service: part 1






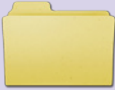
The following activities for part 1 of the workshop are found on the *Diploma aggregation service* e-learning tool, on the QCDA website. The service name is often abbreviated to DAS.

	Activity/demo name	e-learning tool folder	Complete?
1.	 Accessing DAS	 Getting started with DAS	<input type="radio"/>
2.	 How to create an association with a DAB	 Getting started with DAS	<input type="radio"/>
3.	 How do I create a new PPOS?	 Planned programmes of study (PPOS)	<input type="radio"/>
4.	 Recording prior achievement in PPOS	 Planned programmes of study (PPOS)	<input type="radio"/>
5.	 Creating a learner account	 Managing a single learner account	<input type="radio"/>
6.	 Assigning a PPOS to multiple learners	 Managing multiple learner accounts	<input type="radio"/>



Workshop – Using the Diploma aggregation service: part 2

These activities for part 2 of the workshop are found on the *Diploma aggregation service* e-learning tool, on the QCDA website.

	Activity/demo name	e-learning tool folder	Complete?
7.	 Recording PLTS and work experience	 Managing a single learner account	<input type="radio"/>
8.	 How to claim a Diploma	 Managing a single learner account	<input type="radio"/>
9.	 Creating a new user account	 Managing user accounts	<input type="radio"/>

Working with the Diploma aggregation service – quick quiz

This short quiz has two multiple choice questions and one table to complete. You can make any notes or queries in the spaces provided.



1. When you log on to *the Diploma aggregation service* for the first time, you will not be able to open any learner accounts immediately. Why is this?

Select one answer

- A) Teaching hasn't started yet for the Diploma.
- B) Your centre hasn't yet selected any Diploma awarding bodies.
- C) You haven't allocated the relevant access rights to yourself in the *Diploma aggregation service*.
- D) Only the student's tutor may open a learner account.



Notes

.....

.....

.....



2. You attempt to open a learner account but find that an account already exists for that student. You find out that the account was opened by the exams officer in the assessment centre where the principal learning is taught.

Learner accounts should be managed by the home centre.

What would you do so that your centre manages the learner account?

Only two of the following actions are correct. Select the correct answers and put them in order by marking them 1 and 2.

- A) Open a new learner account from your centre.
- B) Ask the exams officer in the assessment centre to deactivate the learner account.
- C) Place the learner on the roll of the assessment centre.
- D) Ask QCDA to close the learner account at the assessment centre and then you can open a new one for the learner.
- E) Reactivate the learner account from your centre to assume control of it.



Notes

.....

.....

.....



3. As a local administrator of the *Diploma aggregation service* in your centre, you will be able to allocate *Diploma aggregation service* roles to members of staff in your consortium.

Complete the table below by identifying the people you would allocate the roles to in your centre and consortium.

You can allocate each role to more than one person. The local administrator roles have already been completed for you.

DAS role	Tasks	Consortium/centre role
Local administrator 1	Creates and manages DAS user accounts	Exams manager
Local administrator 2		MIS* analyst
Learner data maintainer	Opens and updates learner accounts, including assigning planned programmes of study	
Learner data viewer	Can view learner accounts (including results) to track student progress	
Personal, learning and thinking skills and work experience recorder	Records achievement of personal, learning and thinking skills and work experience in learner accounts	
Learner Diploma awarding body relationship manager	Can withdraw intentions to claim and make manual Diploma award claims	
Management information user	Generates management information reports from the system	
Planned programme of study maintainer	Creates planned programmes of study	
Planned programme of study approver	Approves planned programmes of study	

*MIS stands for management information system



Notes

.....

.....

.....



Workshop – Working with awarding bodies

Centre responsibilities

Collaborative administration of the Diploma requires a division of responsibilities between centres where students are based (home centres) and centres hosting an assessment (assessment centres).

Look at the list of awarding body interactions in the table below.

1. Complete the 'awarding body types' column with CAB or DAB to indicate whether the interaction is with a component awarding body (CAB) or the Diploma awarding body (DAB).
2. Place a tick in the 'home centre' or 'assessment centre' column to show whether the home centre or the assessment centre should take responsibility for managing each interaction with an awarding body.
3. In the 'why?' column, make a note of why you think an awarding body would agree with your selection of home or assessment centre.

Interaction	Awarding body types	Home centre	Assessment centre	Why?
Principal learning registration				
Principal learning entries for internal assessments				
Principal learning entries for exams				
Prior achievement applications				
Organising moderation/external verification for internal assessments				
Access arrangement applications				

Interaction	Awarding body types	Home centre	Assessment centre	Why?
Modified paper applications				
Enquiries about results				
Claiming a Diploma using DAS				

4. What arrangements do you think you will need to have in place in your consortium to ensure each centre carries out its role successfully?



Notes

.....

.....

.....

Additional and specialist learning



1. What is additional and specialist learning (ASL)?




Notes

.....

.....


.....

- 2. How will the exams office know which qualification(s) a student will want to include as their ASL?

 **Notes**

A component awarding body is providing a qualification in countryside management for a cohort of 65 students. Two of these students are following a Foundation Diploma in environmental and land-based studies.


- 3. How would the component awarding body know which students will need their results posted to a learner account?

 **Notes**

- 4. Who is able to enter results for ASL qualifications into learner accounts?

Select one answer

- A) Diploma awarding body
- B) Component awarding bodies
- C) *Diploma aggregation service* learner data maintainer role in the home centre
- D) The student
- E) The exams officer

 **Notes**

Role of the assessment centre

You're the exams manager of a further education college.

You're contacted by the exams officer of a school in your consortium about a student who has been attending your college for a vocational qualification they intend to include in their Diploma.

The exams officer tells you that the qualification result is missing from the student's learner account. You check and see that you have received all students' results for this qualification and they are visible on the awarding body extranet.



1. Why might the result be missing from the learner account?



Notes

.....

.....

.....



2. What should happen now to make sure the student's result is posted to their learner account? Who should do it?



Notes

.....

.....

.....



Workshop – Good practice in Diploma administration

Working with ULNs

An exams manager wants to open learner accounts for a cohort of Diploma students. A batch request for unique learner numbers (ULNs) fails to return one for a student called Steve Bristow. Instead, an 'RC007' error code is returned for Steve.

Because the batch request didn't return a ULN for Steve, the exams manager needs to go directly to the *Learner register* (previously known as the *Learner registration service* or LRS) to retrieve a ULN. The exams manager enters the following details for Steve from the centre's management information system (MIS):

Given name: Stephen
 Family name: Bristow
 Date of birth: 14-04-1994
 Gender: Male
 Last known postcode: TN1 7HQ

The *Learner register* can't find a match on the database, so the exams manager requests a new ULN for Steve and opens a Diploma learner account based on this ULN.

In fact, Steve Bristow does already have a ULN created in his previous school, with a different last known postcode. And Steve already has a qualification to his name, which he might want to include in his Diploma.



1. What are the consequences of having two ULNs for Steve Bristow in relation to his existing qualification result and his learner account?

Select one answer

A) The result of the qualification Steve achieved in his previous centre won't appear in his learner account.

B) He will be unable to continue his programme of study.

C) Your centre will be charged for two Diplomas.



Notes

.....

.....

.....

The exams manager discovers that Steve has two ULNs when they contact a component awarding body to make an assessment entry. The component awarding body already has a record of Steve's personal details from entries made by his previous centre. This holds his original ULN.



2. What is the component awarding body likely to advise the exams manager to do?

Select one answer

A) Leave it, assuming that the second ULN will not affect anything.

B) Contact the *Learner register* helpdesk.

C) Contact the *Diploma aggregation service* helpdesk.



Notes

.....

.....

.....



3. How could the exams manager best avoid creating a second ULN for a student?

Can you think of three suggestions?

1)

2)

3)



Notes

.....

.....

.....



4. A student changes her first name. What could the consequences be if the student's details are changed in a centre's MIS but not in the *Learner register*?

In October?

In the summer?



Notes

.....

.....



5. With the answers to question 4 in mind, what actions should the home centre undertake following the student's change of name?



Notes

.....

.....



6. Why is it good practice for the home centre to update the *Learner register* for one of its students, and not an assessment centre?



Notes

Four horizontal dotted lines for taking notes.

Prior achievement



1. What is prior achievement?



Notes

Four horizontal dotted lines for taking notes.



2. When is the best time to identify prior achievement and make checks? Why?



Notes

Four horizontal dotted lines for taking notes.



3. How will the exams office find out about students' prior achievement in home centres in your consortium?



Notes

.....

.....

.....



4. When looking at a student's prior achievements, what checks need to take place?



Notes

.....

.....

.....

Using the Diploma learner study plan

Gemma Hume is about to start her Higher Diploma in creative and media. Her programme of study has been validated, approved and assigned to her learner account in the *Diploma aggregation service*. You've also worked with consortium colleagues to complete her *Diploma learner study plan*.

Use the information in Gemma's *learner study plan* on pages 20 to 21 to schedule a set of actions and communications for the first term of her Diploma studies. Make a note of who you think would be responsible for each task and in which centre to ensure that Gemma doesn't miss out on achieving her Diploma because of an administrative oversight.

Don't forget to include:

- Exam entries (internal assessments will be made by the assessment centre, externally marked assessments will be made by the home centre)
- Information sharing and reassurance/checking between centres
- Updating the *Diploma aggregation service*
- Checking Gemma's progress
- Staff member/team and centre responsible for each task.

Complete the table on the following page to show actions, communications and responsibilities.

There may be more than one task in a month. Some tasks have already been entered to help you make a start.

When	Task	Staff role	Centre
September 2010	<p>Make prior achievement application to NCFE for Certificate in photography</p> <p>Establish entry deadlines for all qualifications and share with all centres</p>	<p>Exams office Subject leader – English, maths or ICT Principal learning tutor</p>	<p>Redisham College</p> <p>Wrentham High School</p>
October 2010			



Notes

.....

.....

.....



Notes

A large rectangular area with a dotted purple border, containing numerous horizontal dotted lines for writing notes.

Diploma learner study plan

Diploma learner study plan

Import XML Programme of Study

Learner name Gemma Hume

Diploma level Level 2

ULN 2897654412

Anticipated award date (mm/yy)

Home centre Wrentham High School

Principal Learning:

QAN	Qualification title	Level	Awarding body	Cash-in Code
500/2391/3	AQA - City & Guilds Level 2 Principal Learning in Creative and Media	Level 2	AQA - City & Guilds	7822

Generic learning qualifications:

500/8683/2	EDEXCEL Functional Skills qualification in English at Level 2	Level 2	EDEXCEL	FSE02
500/8907/9	EDEXCEL Functional Skills qualification in mathematics at level 2	Level 2	EDEXCEL	FST02
500/9827/5	EDEXCEL Functional Skills qualification in Information and Communication Technology (ICT) at Level 2	Level 2	EDEXCEL	FSM02
500/2386/X	EDI Level 2 Higher Project	Level 2	EDI	N/A

Additional and specialist learning (ASL) including any prior achievement:

500/4681/0	OCR Level 1/Level 2 GCSE in Art and Design	Level 1/Level 2	OCR	J160
100/5716/X	NCFE Level 2 Certificate in Photography	Level 2	NCFE	N/A

Will ASL be amended in DAS to show specific ASL qualifications on Diploma transcript? (Yes/No)

No

Work experience:

Date(s) (dd/mm/yy)	Location(s)
01/02/12	Big Ideas Inc, Redisham

Personal, learning and thinking skills

Centre(s) where PLTS assessment takes place
Redisham College (via principal)

Please complete as much information as possible. For qualifications, include all units of assessment.

This Diploma learner study plan must be based on a validated planned programme of study. Validation using DAS planned programme of study for the Diploma Validator will ensure that selected qualifications will aggregate successfully when achieved at the level of the Diploma or above.

Import CSV Programme of Study

Line of Learning	Creative and Media
-------------------------	--------------------

08/10	DAS manual claim required? (Yes/No)	No
-------	--	----

Diploma awarding body	AQA-City & Guilds
------------------------------	-------------------

Unit entry code	Unit title	Date for assessment (mm/yy)	Assessment method	Assessment centre	Entry deadline (dd/mm/yy)
CAM2U1	Exploring creativity	06/11	Internally assessed	Redisham College	21/03/11
CAM2U2	Creating inspiration	06/11	Internally assessed	Redisham College	21/03/11
CAM2U3	Creating possibilities	06/11	Internally assessed	Redisham College	21/03/11
CAM2U4	Discovering creative potential	06/11	Internally assessed	Redisham College	21/03/11
CAM2U5	Developing a creative response	01/12	Externally assessed	Wrentham High School	21/10/11
CAM2U5	Creative teamwork	06/12	Internally assessed	Redisham College	21/03/11
CAM2U7	Promotion and review	06/12	Internally assessed	Redisham College	21/03/11

FE201; FE202; FE203	English	01/11	Reading & writing - external Speaking/listening/comms - internal	Wrentham High School	21/10/10
FT201; FT201	ICT	01/11	Externally assessed	Wrentham High School	21/10/10
FM201; FM202; FM203	Mathematics	03/11	Externally assessed	Wrentham High School	TBC
H855A	Higher project	02/12	Internally assessed	Redisham College	TBC

A110	Art and design portfolio	06/12	Portfolio	Wrentham High School	21/03/12
A120	Art and design OCR-set task	06/12	Task	Wrentham High School	21/03/12
100/5716/X	Select, prepare and use camera equipment	(Prior achievement)	Internally assessed	N/A	N/A
100/5716/X	Develop and adopt photographic ideas creatively	(Prior achievement)	Internally assessed	N/A	N/A
100/5716/X	Produce and evaluate a range of photographic images	(Prior achievement)	Internally assessed	N/A	N/A

Access arrangements or modified materials required? (Yes/No)

Skills

place
(learning)

Notes

functionality or

Prior achievement form

Centre name and number*	Name:	No:	
Awarding body*			
Student ULN*			
Date of birth*			
Student name* As held by the <i>Learner register</i>	Given name	Family name	
	Qualification 1	Qualification 2	
Qualification title* (eg NVQ)			
Qualification accreditation number (QAN)			
Subject* (eg business studies)			
Series/year of award*			
Qualification level (eg level 3)			
Entry or award code (if known)			
Student name at time of award (if different from current)			
Student's number and type of number for award (eg UCI, UPN, registration no. or certificate no.)	No:	No:	
	Type:	Type:	
Centre name and centre number where qualification was awarded (if different from current)	Name:	Name:	
	No:	No:	
Additional comments for this application			
Exams officer's name		Date	
Exams officer's email			
Exams officer's tel no.		Fax no.	

Use this form to request that a qualification achieved before a learner account is opened is recorded in a learner account. Qualifications achieved before 1 January 2005 cannot be considered as prior achievement. This form allows for an application for one student with up to two previously achieved qualifications.

- Qualifications listed on any one form should pertain to one component awarding body only. Check the component awarding body website for guidance on use of this form including how it should be submitted.
- This form should be submitted once a *Diploma aggregation service* learner account is opened. See component awarding body guidance for any specific deadline by which prior achievements requests must be made. If all the mandatory information is accurate, allow 10 working days for prior achievement to be recorded in the learner account. * These fields are mandatory. Complete as many other fields as possible, preferably with information from a statement of results or a certificate, for accuracy. A student's personal details must match those held by the *Learner register*.

Work experience completion form

Student's given name As held by the <i>Learner register</i>	
Student's family name As held by the <i>Learner register</i>	
Student's ULN	
Student's date of birth	
Home centre name	
Home centre number	
Diploma line of learning	
Diploma level of learning	

Name(s) of organisation(s) where student undertook work experience

Organisation 1	
Organisation 2	
Organisation 3	

I confirm that this student has completed the required number of days of work experience:

Name	
Role	
Assessment centre	
Email address	
Telephone number	
Signature	
Date	

Notes: Use this form to record a confirmation that a student has completed the required number of days of work experience as part of their Diploma programme of study. This form is not required by the awarding body but you may find it useful for internal administration purposes. Please complete all the fields. The student's personal details must match those held by the *Learner register*.

Personal, learning and thinking skills (PLTS) completion form

Student's given name As held by the <i>Learner register</i>	
Student's family name As held by the <i>Learner register</i>	
Student's ULN	
Student's date of birth	
Home centre name	
Home centre number	
Date student started Diploma programme	
Diploma line of learning	
Diploma level of learning	

I confirm that this student has completed the required 60 guided learning hours for personal, learning and thinking skills as part of their study towards a Diploma award.

Name	
Role	
Assessment centre	
Email address	
Telephone number	
Signature	
Date	

Notes: Use this form to record a confirmation that a student has completed the required 60 guided learning hours for personal, learning and thinking skills (PLTS) as part of their study towards a Diploma award. This form is not required by the awarding body but you may find it useful for internal administration purposes. Please complete all the fields. The student's personal details must match those held by the *Learner register*.

Components required for aggregation



Qualifications
and Curriculum
Development
Agency

		Foundation Diploma Level 1	Higher Diploma Level 2	Advanced Diploma Level 3	Progression Diploma Level 3
Principal learning	<p>Single qualification comprising 5-9 units, each requiring an entry using a ULN</p> <p>A student registration by the home centre may also be required</p>	240 guided learning hours	420 guided learning hours	540 guided learning hours	540 guided learning hours
Generic learning	<p>Centre records personal, learning and thinking skills (PLTS) and work experience achievement in the learner account in DAS</p> <p>Entries or registrations using a ULN are required for functional skills and project</p>	<p>PLTS</p> <p>Minimum 10 days work experience</p> <p>L1 functional skills English, maths and ICT</p> <p>Foundation project</p>	<p>PLTS</p> <p>Minimum 10 days work experience</p> <p>L2 functional skills English, maths and ICT</p> <p>Higher project</p>	<p>PLTS</p> <p>Minimum 10 days work experience</p> <p>L2 functional skills English, maths and ICT</p> <p>Extended project</p>	<p>PLTS</p> <p>Minimum 10 days work experience</p> <p>L2 functional skills English, maths and ICT</p> <p>Extended project</p>
Additional and specialist learning (ASL)	<p>Qualifications selected must be checked as valid for inclusion using DAS or the <i>Diploma validator</i></p> <p>Entries or registrations using a ULN are required for all ASL qualifications</p>	120 guided learning hours minimum ASL	180 guided learning hours minimum ASL	360 guided learning hours minimum ASL	No additional and specialist learning
Entries	<p>Unit entries for all qualifications are made by the centre hosting the assessment:</p> <ul style="list-style-type: none"> the home centre for timetabled exams the assessment centre (responsible for marking) for internal and controlled assessment. 				
Results and award	<ul style="list-style-type: none"> Component awarding bodies record all qualification results in the learner account in DAS The Diploma grade is derived from grades for principal learning and the project The Diploma award is made by a Diploma awarding body on request by the centre via DAS 				



Answers

Working with the Diploma aggregation service – quick quiz

1. C
2. B, then E
3. Expect different answers specific to centres and individuals, but good advice is to allocate all roles (except planned programme of study roles) to exams office staff in order to maintain control and an overview across activity in the system. The suggested roles are in **purple**.

DAS role	Tasks	Consortium/centre role
Local administrator 1	Creates and manages DAS user accounts	Exams manager
Local administrator 2		MIS* analyst
Learner data maintainer	Opens and updates learner accounts, including assigning planned programmes of study	Exams manager Exams office assistant MIS analyst
Learner data viewer	Can view learner accounts (including results) to track student progress	Tutors, domain assessors, student advisers, curriculum planners, senior leaders Exams office in assessment centre (to help with missing result queries)
Personal, learning and thinking skills and work experience recorder	Records achievement of personal, learning and thinking skills and work experience in learner accounts	Exams office staff, work experience coordinator, principal learning tutor etc
Learner Diploma awarding body relationship manager	Can withdraw intentions to claim and make manual Diploma award claims	Exams office staff, student adviser
Management information user	Generates management information reports from the system	Exams office staff Senior management support, Centre admin assistant
Planned programme of study maintainer	Creates planned programmes of study	Curriculum planner
Planned programme of study approver	Approves planned programmes of study	Curriculum planner

Workshop – Working with awarding bodies

Centre responsibilities

1, 2 and 3: See the table below for the answers in purple.

Interaction	Awarding body types	Home centre	Assessment centre	Why?
Principal learning registration	CAB	Y		Identifies where qualification result will go
Principal learning entries for internal assessments	CAB		Y	Identifies where qualification result will go
Principal learning entries for exams	CAB	Y		Identifies where to send exam materials
Prior achievement applications	CAB	Y		Home centre knows learner best
Organising moderation/external verification for internal assessments	CAB		Y	Moderation/verification at a single point means consistency across a cohort
Access arrangement applications	CAB	Y		Home centre knows learner best
Modified paper applications	CAB	Y*	Y	Identifies where to send exam materials
Enquiries about results	CAB	Y	Y	Because that centre makes the entry and receives the result. (HC for exams, AC for internal assessment)
Claiming a Diploma using DAS	DAB	Y		Home centre manages learner account and is responsible for learner's overall Diploma qualification.

NB Centres may agree alternative arrangements with awarding bodies. *For timetabled written exams, the home centre is the assessment centre.

4. You'll need these arrangements in place in your consortium to ensure each carries out its role successfully:

- A consortium exams policy setting out roles and responsibilities of centres
- Communications channels between centres (for example, regular meetings of the exams office group)
- A *Diploma learner study plan* for all students, shared between centres
- A secure way of sharing planned programmes of study/*Diploma learner study plans* between centres
- Internal deadlines for Diploma lines of learning leads and subject leaders to complete details on *Diploma learner study plans*.

Answers continue on next page

Additional and specialist learning

1. ASL is one or more qualifications chosen by the student that may relate to the line of learning or broaden the student's curriculum.
2. The exams office will know what a student wants to include as their ASL:
 - by looking at the planned programme of study – checked for validity
 - by looking at the *Diploma learner study plan*
 - if the whole cohort for a specific line of learning is doing the same ASL – as directed by line of learning lead
 - by asking the Diploma lead in their centre or the consortium line of learning lead.
3. The CAB will know which students need their results posted to a learner account because of the ULN provided with the student registration for the qualification. But not all component awarding bodies will automatically recognise this and post the results. So it is good practice for the assessment centre to contact the CAB to inform them which candidates are Diploma students.
4. B

Role of the assessment centre

1. The result might be missing from the learner account because the:
 - college and/or CAB was unaware the entry was for a Diploma student
 - entry/registration was not made using a ULN
 - qualification was not in the Diploma catalogue or is a barred combination with another qualification being taken.
2. To make sure the student's result is posted to their learner account:
 - The home centre should check that the assessment centre has access to view the learner account so that the assessment centre can see the result is missing.
 - The further education college is the assessment centre so they should contact the CAB to ensure the result is posted to the learner account.

NB Neither centre can add results to the learner account directly – this must be done by the CAB.

Workshop – Good practice in Diploma administration: Working with ULNs

1. A
2. B
3. You can best avoid creating a second ULN for a student by:
 - carefully checking any near matches suggested by the *Learner register* when performing a demographics search for a student, before requesting a new ULN
 - checking with the student if any details are uncertain (for example, previous postcodes)
 - swapping the positions of the given and family names and performing a second demographics search. (Try this because some cultures often place family names before given names.)

4. In October?

- Awarding bodies reject registrations/entries for that student when they check submitted entry details against *Learner register* details.

In the summer?

- Issue of results to *Diploma aggregation service* accounts is delayed as awarding bodies can't be certain of posting results to the correct learner account.
- Incorrect learner details on qualifications certificates.

5. If a student changes her first name, take the following actions:

- The *Learner register* given name should be the student's legal name. Check that the name change is legal and, if so, update home centre MIS.
- Update the *Diploma learner study plan* if the learner's name has changed and communicate it to other centres.
- If a school, use the centre MIS and the ULN service to update the *Learner register*.
- If a college, use the *Learner register* directly to update learner's details.
- Inform any component awarding bodies/Diploma awarding bodies if different details have already been submitted for a learner previously.

6. It is good practice for the home centre to update the *Learner register* because:

- the home centre is in the best position to know its own students' details (assessment centres' understanding of a student's name might be different from other centres)
- there could be several assessment centres, so it might not be clear who is responsible unless the home centre is responsible.

Prior achievement

1. Prior achievement is a qualification achieved (from 1 January 2005) before a learner account is opened.
2. Upon enrolment onto the Diploma course is the best time to identify prior achievement, so that if completion of a Diploma relied upon the prior achievement, there is still time to enrol on a new course to fulfil the requirement of the guided learning hours.
3. An exams office can find out about prior achievement in the following ways:
 - by their consortium using learner contracts that include a requirement for students to declare prior achievement upon enrolment
 - by the Diploma lead in each home centre being responsible for identifying prior achievement and providing it to the exams office.

The procedure should be stated in the consortium exam policy.

4. These checks need to take place when looking at a student's prior achievements:

- Their qualifications are in the Diploma catalogue for the line of learning and level of their Diploma.
- They have a sufficient grade for the level of Diploma.
- They really have achieved the qualification (although the application process will determine whether they have).

Using the Diploma learner study plan

The suggested answers are in purple.

When	Task	Staff role	Centre
September 2010	<p>Make prior achievement application to NCFE for Certificate in photography</p> <p>Establish entry deadlines for all qualifications and share with all centres</p>	<p>Exams office Subject leader – English, maths or ICT Principal learning tutor</p>	<p>Redisham College</p> <p>Wrentham High School</p>
October 2010	<p>Check NCFE prior achievement is in DAS learner account</p>		<p>Exams office, Wrentham HS</p>
	<p>Make principal learning registration with AQA – City and Guilds</p>		<p>Exams office, Wrentham High School</p>
	<p>Make entry for functional skills</p>		<p>Exams office, Redisham College</p>
	<p>Inform Wrentham High School that entry has been made</p>		<p>Exams office, Redisham college</p>



About this publication

Who is it for?

This workbook is for exams office staff involved in delivering the Diploma.

What is it about?

This workbook contains scenarios, activities and quizzes to help exams office staff prepare for administering the Diploma.

What is it for?

It should be used as preparation for administering the Diploma and as a training tool for exams office staff. It can also be referred to at any time if you encounter any issues while you're administering the Diploma.

Related publications

Administering the Diploma: the essential guide for the exams office (QCDA, 2010).

For more copies

Download from www.qcda.gov.uk/diplomaresources
Reference QCDA/10/5021/p

Contact information

Qualifications and Curriculum Development Agency

53–55 Butts Road, Earlsdon Park, Coventry CV1 3BH

Telephone 0300 303 3010

Textphone 0300 303 3012

Fax 0300 303 3014

info@qcda.gov.uk www.qcda.gov.uk