

The Diploma



Frequently Asked Questions

This document has been produced so that you can see the questions/issues that have affected our consortia. We hope that this document assists you in identifying and addressing elements of delivering the Diploma programme.

All of the FAQs that have been included in this document are also available from our [Ask Edexcel service](#). Ask Edexcel gives you the option to filter information, so that you can quickly find the information that is relevant to the questions that you have.

Please look out for further updates to this FAQs document from our [email alerts service](#).

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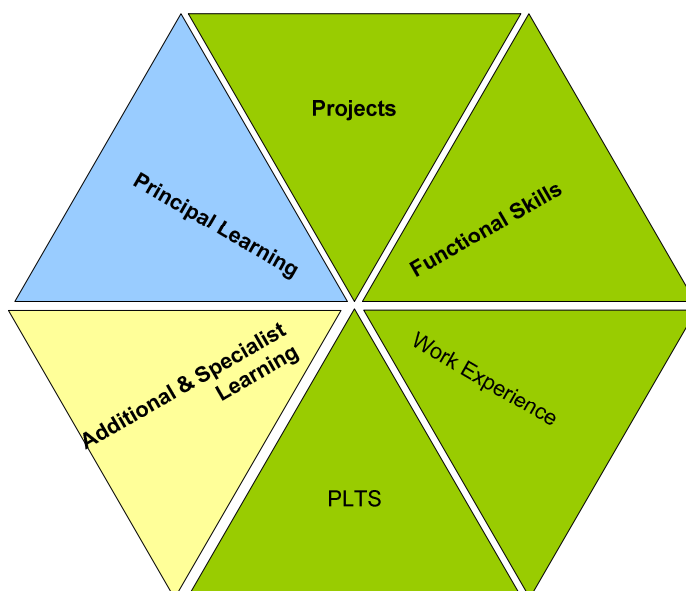
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Overview

1. What makes up the Diploma?

The Diploma is an integrated programme of study consisting of six components:



Principal Learning consists of qualifications that provide the knowledge, understanding and skills specific to the chosen line of learning. Five lines of learning are available this year, with a total of 17 available from 2011.

Generic Learning is the same across all lines of learning (exception being Society Health and Development with 20 days at Level 3). It consists of 10 days' work experience and personal, learning and thinking skills (PLTS) as well as qualifications in Functional Skills – English, maths and ICT – and a project.

Additional and Specialist Learning qualifications can broaden learners' knowledge or offer further specialisation in their chosen fields.

Learners must complete all the required components in order to achieve the Diploma qualification. However, learners still receive credit for individual qualifications they complete if they do not achieve the Diploma.

<http://www.edexcel.com/quals/diploma/about/Pages/default.aspx>

2. How much is each part of the Diploma worth?

Each of the components are worth a number of UCAS and SCAAT points which together make up the Diploma. The Policy Watch Report, which can be found at the following address, provides tables showing components of the Diploma and the number of points that they are worth:

www.edexcel.com/Policies/Documents/_45_SCAAT_and_UCAS_Point_scores_for_14_19_Diplomas_July_2008.pdf

3. *Different parts of the Diploma will attract UCAS points. Have universities clearly stated that they will accept students who have not completed the full Diploma but have gained credits for certain elements?*

Statements from Higher Education Institutions (HEIs) tend to relate to the Advanced Diploma as a whole - it will be up to individual HEIs, and departments within those HEIs, to decide what they will accept in terms of partial completion. There is a UCAS points tariff for completed Diploma results, but there are also separate points tariffs for the Principal Learning, Extended Project and most of the popular ASL qualifications. An applicant not completing the full Advanced Diploma will therefore still have access to UCAS points'

4. *What is meant by the term 'consortium'? Do we need to be part of one?*

A consortium is a group of local learning providers grouped together to deliver the Diploma. All learning providers must have successfully gone through the DCSF bid process (known as a gateway) to deliver the Diploma.

5. *You can't achieve the Diploma without doing all components, but each element is a stand-alone qualification. How does that add up?*

In order to achieve the Diploma certificate, learners will have to achieve the Principal Learning qualification; the appropriate Functional Skills at the right level; the Project at the right level; the appropriate Additional and Specialist Learning (ASL); the work experience requirement; and the Personal learning and thinking skills. However, the learner will have the benefit of individual recognition and certification when achieving the Principal Learning, project, Functional Skills and ASL. The Diploma qualification grade is calculated by aggregating the learner's attainment in the Principal Learning and Project qualifications.

6. *What does "stand-alone" qualification mean?*

A stand-alone qualification is a qualification, that is recognised in its own right.

7. *Can a unit be graded as failed and yet the student gain the Diploma?*

Yes. A learner may fail a unit in the Principal Learning and still have enough marks to achieve the Principal Learning qualification and go on to receive a certificate for the Diploma as a whole, as long as all the other components have been completed at the right level. The Principal Learning has a compensatory model of assessment.

8. *What is the difference between the Level 3 Advanced and Progression Diplomas?*

The Progression Diploma is the same as the full Advanced Diploma and consists of all of the same components, except it does not require any Additional and Specialist Learning.

9. *What is the Extended Diploma?*

The Extended Diploma planned for implementation from 2011, will be designed to extend each of the 17 Diploma lines. It is expected to be equivalent to 4.5 A levels at the Advanced level, 9 GCSEs at the Higher level and 7 GCSEs at the Foundation level. The extension aims to give learners more depth and breadth in their studies. A strengthened core of English and maths will be a key feature of the new Extended Diploma at all levels.

The Extended Diploma will offer a more in-depth grounding and more opportunity for research-intensive, independent study in each subject for those Advanced level students who want the stretch and challenge offered by a larger programme of learning. For learners aged 14 to 16, the Extended Foundation and Higher level Diplomas will incorporate more of the core national curriculum, such as GCSE-level English, mathematics and science.

Component FAQs

Principal Learning

10. *What is Principal Learning?*

Principal Learning is the core of the Diploma. It is the compulsory course focused on the learner's chosen field of study, their 'line of learning'.

Along with providing a balanced mix of skills and knowledge, Principal Learning requires learners to develop an awareness of current issues affecting their subject, and gain work-relevant skills and understanding. Fifty per cent of Principal Learning must be completed in a work-related or applied learning context.

Principal Learning provides opportunities to gain sector-specific knowledge as well as the wider learning valued by employers and higher education.

There are currently five lines of learning available:

- Construction and the Built Environment
- Creative and Media
- Engineering
- Information Technology
- Society, Health and Development.

11. *Can learners choose more than one Principal Learning subject?*

Yes. However, as this would take a long time to complete, it would be very rare for someone to undertake this.

12. *How is the Principal Learning structured?*

Principal Learning is assessed through a mixture of externally assessed examinations and internally assessed controlled assessments. Each line of learning is made up of a different number of units to make up the total Guided Learning Hours. Details of which units are externally or internally assessed are found in the specifications.

13. Do all Principal Learning units need to be completed to achieve an overall Principal Learning grade?

Yes. Each unit is graded and each grade earns a certain number of points. The total of these points then defines the final grade awarded. Learners must have completed all units to be issued with a final grade, though an entry which has '0' as a result counts as 'completed'.

14. Can you co-teach Levels 1 and 2?

There are many legitimate reasons for asking this; for example, the size of the cohort may not justify two groups, or you may not want to make a decision about which level too early. However, Principal Learning at level 1 is designed to be different. The differences include:

- Size (240 guided learning hours (GLH) rather than 420 at Level 2)
- Content
- Assessment requirements
- Recording of achievement (you can't transfer achievement between levels).

Instead of co-teaching, you are advised to look for 'co-learning' opportunities, such as practical activities or visits to employers.

Guidance about co-learning is available from the QCA's website. There are also suggestions in Edexcel's Tutor Support Materials - for example, the Creative and Media model developed with London consortia.

Where you want to recognise learners who have a 'spiky profile' across Levels 1 and 2, the following suggestions might be helpful:

- Put learners forward for components at the highest level they should achieve at
- There is no requirement to complete a Diploma at the end of two years - Achievement stays on record and if a learner is missing one or two components at that level, they can complete the programme later
- This approach could enable a learner to complete most of their L2 Higher Diploma and be supported to progress to L3, rather than having played safe, been entered for a L1 Foundation Diploma, and have their progression limited to L2
- There is currently no penalty on SCAAT points; points are awarded by component, not for completed Diplomas.

15. How do we sell the new grades A to B at Level 1 to parents?*

This should not be a problem if you focus on the fact that these grades recognise positive achievement, rather than give low grades across a common Level 1 and 2 scale as at GCSE.

Understanding and interpretation of levels is important, because many learners at KS4 may also have GCSE grades in the D-G range.

Information, advice and guidance (IAG) will be important: counselling students to be on the right level for achievement, and explaining this to parents. Level 1 students will usually need to be identified during Year 9, and parents should understand that this is the level they should be working towards. There are opportunities to move between levels, but this will need careful management by centres, as there are different requirements for Principal Learning at Levels 1 and 2.

16. Does positive grade mapping apply only to Level 1?

Yes.

17. How practical and possible is it to transfer between levels or lines of Principal Learning?

If this means between Levels 1 and 2, then the simple answer is that the further into the course the learner has progressed, the more difficult it is. Principal Learning unit results achieved at one level cannot be transferred across to another level, although in some cases the learner's work could be reassessed against the requirements for the comparable unit at the other level, and a new mark generated. This mark, after moderation, could be entered on the learner's record held by Diploma Aggregation Service (DAS). It must be recognised, however, that not all units map exactly between Levels 1 and 2, and so the learner might need to rework their assessment in order to meet the requirements of that unit at that level.

Please refer to the earlier question about co-teaching for further information.

If the transfer is between two lines of learning, then the bridging is limited to the Project, Additional and Specialist Learning (ASL), Functional Skills, and so on. There are no direct similarities between Principal Learning lines.

18. What is the Awarding System?

The awarding system is similar to that for GCE and GCSE. Internally assessed units will be moderated, then go through an awarding process where the grades are awarded. The grades a candidate achieves are then converted to a standard points scale. Over the course of the Principal Learning, these points are added together and externally assessed points are added in to calculate the overall points score, which is converted to the overall grade.

19. Is there an expectation that the Level 2 Diploma could be delivered post-16 in one year when pupils have left school with lower GCSE grades, or if they have started the Diploma at school but have not completed it?

In principle, yes. The Higher Diploma is a large qualification at 800 guided learning hours (GLH), but the learner may have arrived with some relevant units or whole qualifications already achieved, which would reduce the overall GLH needed to complete the qualification. The previously achieved

qualification could be Functional Skills but will more likely be a qualification which meets the criteria for Additional and Specialist Learning (ASL).

20. Is every unit assessed via controlled conditions?

Yes, all Principal Learning units are assessed this way. If they are internally assessed, Annex E of the specification contains the general guidance on how to apply these conditions.

21. Can completed Principal Learning units be transferred to a different awarding body if a student moves to another centre?

At the moment this is not possible, as the units will be different. With the small number of learners currently involved we will make decisions and give advice on a case-by-case basis. At this stage, the greater problem is likely to be whether the Diploma in that line of learning is offered by any awarding body in the area that the learner is moving to. It is always our intention to ensure that learners are not disadvantaged in circumstances such as these.

22. How realistic are the guided learning hours (GLH) for each line of Principal Learning?

The stated guided learning hours (GLH) is the average time requirement of a 'typical learner'. As all learners are different it can only be a guide, and some cohorts may require a little more or a little less time, depending on their circumstances.

23. Is a student allowed to study at Level 2 for Principal Learning but only Level 1 for the Project?

Yes, this is allowed, but achievement at Level 2 is needed to be eligible for the award of a Diploma at Level 2.

24. How can a learner avoid repetition from the Principal Learning in the Additional and Specialist Learning (ASL)?

There should not be any significant overlap between Principal Learning and the qualifications available in the NDAQ catalogue for that line of learning. However, it is recognised that this may not always be the case for all the lines of learning in Phase 1. In the end, the ASL offered is the consortium's choice, and if it is felt that there is an inappropriate amount of overlap for the learners concerned the consortium is free to offer a different choice. There are no plans to remove any qualifications from the catalogue in the short term (certainly for learners who have already started Diploma programmes), but the current provision will be kept under review by the QCA.

25. *Why didn't awarding bodies work together to create generic learning outcomes which would aid transferability between awarding bodies?*

The model adopted by the QCA and DfES (as they then were) was one which encouraged variety and choice, different learning strategies and different approaches to assessment. All Principal Learning qualifications for a line of learning derive from the same criteria, however.

26. *Will there be training on how to assess and award marks for Principal Learning?*

Yes. Please see the Diploma training section of the Edexcel website at <http://www.edexcel.com/quals/diploma/Pages/training.aspx>

27. *Is registration flexible in terms of the level?*

You must register the learner on the appropriate level (there is no open registration) but you can change the registration you make for Principal Learning if you find the learner needs to move up or down a level. Please see the Information Manual for further details on how to withdraw a registration and make a new one at the correct level. There is no administration charge or fee to do this; however, any units which have been completed on the initial registration will be charged for separately, with the difference being refunded.

28. *Will there be provision for alternative units within the Principal Learning?*

Only Creative and Media at Level 1 has some choice of units; generally, Principal Learning is a set of compulsory units.

29. *Are the Principal Learning units totally stand-alone or is there a progression route through them? (I would like to combine classes across year groups).*

It is up to the teaching institution to decide whether to deliver units of the Principal Learning separately or in a more integrated fashion, and in which order they are delivered. Many units lend themselves to an integrated approach to delivery. It is important, however, that the assessment is managed in such a way that allows the evidence and marks for each unit to be separately presented and reported.

The Principal Learning qualification can only be completed as a whole qualification within the Diploma qualification through approved gateway centres. It does not stand-alone outside the Diploma like the other components. (With the move towards the QCF, this may change in the future.)

However, in terms of SCAAT points and UCAS points, Principal Learning is treated as a stand-alone qualification.

30. How many Principal Learning Units do you need to deliver for each qualification?

The number of units in the Principal Learning qualification varies between lines of learning and between levels. You must deliver all the units, as they are all compulsory. However, a learner may fail a unit and still pass the overall qualification, as there is a compensatory model of assessment in the Principal Learning qualification.

31. Is Principal Learning a qualification in its own right?

Yes, in terms of the SCAAT/ UCAS points it achieves. However, it is the only component that cannot be taken outside of the Diploma. All centres delivering Principal Learning must be part of a successful consortium delivering the Diploma.

32. What are the main differences between BTEC assessment and internal assessment of the Principal Learning?

Internally assessed Principal Learning units are subject to controls which specify the requirements for task setting, taking and marking. Details of these are found in Annex E of each specification. They include the requirement that assessment is holistic and draws together all the learning in one assignment. This is a time-constrained activity.

Principal Learning is assessed in a manner closely linked to a general qualifications approach. Each internally assessed PL unit has a marking grid with 3 mark bands. Each assessment criterion must be separately considered, and a mark awarded from whichever band best describes the learner's performance for that AC. An uneven performance across the unit could see the learner achieving no marks for some criteria, band 1 marks for some criteria, band 2 for others and band 3 marks in others again. A total number of marks for the unit is calculated, and the mark submitted to Edexcel by a set date. An external moderation process, involving the review of a sample of marking, will confirm or adjust the learners' marks to ensure they are aligned to the national standard. There is no direct link between mark bands and grades - grade boundaries are set each series through an awarding process.

BTEC Firsts and Nationals have lighter controls than the PL units, allowing centres more flexibility in their approach to assessment. They do not have time constraints, nor a requirement for a single holistic assessment. When learners have completed their work, it is graded by the centre assessor against published criteria. The learner must meet all the criteria for a particular grade to achieve that grade - it is not possible to offset poor performance in one aspect against good performance in another, as it is with the PL. An external verification process is used to confirm the centre's judgments, or refer them back for review. Once confirmed, the learners' grades stand.

Functional Skills

33. *Do learners have to complete all three Functional Skills (FS) subjects?*

Yes - all three areas need to be completed (maths, English and ICT).

34. *If a student is not taking a KS4 qualification in ICT, do they have to study for Functional Skills in ICT?*

Yes. Students will need to prepare for the test and take the FS test in ICT if they are to complete their Diploma programme. This is true for all learners who are studying for the Diploma, whether it is part of a KS4 programme or not.

35. *Does the award for Functional Skills count towards the student's five A* to C grades including English and maths, or must the student get the full GCSE?*

During the pilot, there are some combinations that can be included within the five A* to C grades in ICT, but not in English or maths.

36. *What are the anticipated outcomes of the Functional Skills pilot?*

We will need to wait for pilot reports to be produced, and for the government to make further decisions.

37. *Do all Functional Skills have to be at the same level or can a student take Level 2 English and maths but only a Level 1 in ICT?*

Functional Skills should all be achieved at the level of the Diploma the learner is studying for to achieve the overall certificate. Since the FS is a stand-alone qualification a spiky profile is possible, but this would not meet Diploma requirements.

38. *Do all Functional Skills have to be achieved to complete the Diploma?*

Yes. All three FS qualifications need to be passed at the level of the Diploma the student is aiming to complete.

39. *Is it possible to use different awarding bodies for each of your Functional Skills?*

Yes, this is possible.

40. *Does ResultsPlus give feedback on the Functional Skills pilot?*

Yes.

41. *Will the same special dispensation be available for Functional Skills as for GCSE, (e.g. scribes, extra time)?*

Yes.

42. *How will centres be able to apply for special dispensation for candidates?*

Centres will apply for special dispensation in the same way as they do for GCSE qualifications.

43. *What is the cost of retaking Functional Skills qualifications?*

It is the entry cost of the test again, that is £12.50. However, for English this is split into three units and the units that a student was successful in can be banked, so students only have to pay for the individual unit(s) needed to pass. The fees are £5 for Reading and Writing, and £2.50 for Speaking and Listening.

44. *Can Adult Literacy and Numeracy (ALaN) be used to count for English and maths in the Diploma?*

No, there is no proxy qualification.

45. *Has the QCA said that multiple-choice questions cannot be included?*

No; multiple-choice questions are allowed.

46. *Are Functional Skills integrated with GCSE?*

Teaching, learning and standards will be included within the new GCSEs, but assessment will be stand-alone.

47. *Can I do my GCSEs with OCR and my Functional Skills with Edexcel?*

Yes.

48. *When will Functional Skills be fully available to all centres?*

September 2010.

49. *Can centres become involved with the Functional Skills Pilot?*

Yes. Please email fspilot.recruitment@edexcel.com for further information.

Work experience

50. How many days of work experience need to be completed?

A minimum of 10 days' work experience is required. For students studying Society, Health and Development at Level 3, a minimum of 20 days' work experience is required.

51. How is work experience assessed?

Work experience is not a component that is assessed. The requirement will be for consortia/institutions to report to the Diploma Aggregation Service (DAS) that the learner has completed 10 days (20 for Level 3 Society, Health and Development) of work experience.

52. How can we ensure student security when organising work experience in the relevant line of learning?

Work experience can be undertaken in any sector - it does not have to be in the specific line of learning, although for many that will be preferable. If centres choose to organise work experience through Trident, they can be sure that rigorous risk assessment of all opportunities has been conducted before the learner is given a placement.

53. How are you going to audit the work experience?

Edexcel will not audit work experience. This activity will be completed by OfSTED as part of their inspection process.

54. Are work post-16 placements funded differently to pre-16?

Yes. There is funding for pre-16 placements in the form of a subsidy, to meet the requirement for work-related learning. However, post-16 funding is not directly available. It may be possible to draw down post-16 funding from alternative sources.

55. Are there different pricing models for Trident and Education Business Partnership (EBP) services?

Yes. The prices are different as there is not a standard service across the partners. This is influenced by the way the pre-16 subsidy is allocated.

56. Trident services are part funded and this is now changing. Please could you explain what this means?

Trident receives a subsidy towards the cost of work experience as do the EBPs. This has not changed. In the future, the funding will go to the local authority, which will decide how it will be allocated.

57. Where can we find work experience placements?

Where Trident does not have a local presence, it will be our partners in the NEBPN (National Education Business Partnership Network) who will support you with Diploma placements. As the recognised local employer support organisation, they have traditionally received the funding to support work placements, and they will have the relationships and expertise to support you locally with your Diploma placements. You should contact your local employer support organisation (Trident or the Education Business Partnership) in the normal way.

58. How much will the work experience cost?

Fee levels vary across the country, depending on the level of subsidy available and the mechanisms by which the local authority makes any subsidy available to the school or consortia. Trident fees for 2009 will be available by Easter 2009.

59. What about CRB and health and safety checks?

In the vast majority of placements - as the employer will not have regular unsupervised access to young people at work - there is no need for CRB checks to take place. Around 550,000 work experience placements take place each year and we estimate that CRB checks take place for just 1% of these. In special circumstances where a CRB check is required, the school will usually be responsible for ensuring it is carried out in advance of the placement.

60. Can the use of u-xplore contribute to work experience time?

Work experience is an experience in work and to complete the Diploma, young people must take part in it. We strongly recommend that other forms of work-related learning should complement work experience for Diploma students.

61. What publicity, apart from magazines, newspapers, etc, is available for presenting the Diploma to employers?

The Department for Children, Schools and Families (DCSF) are supporting some work as well as ourselves and other Education Business Partnership Organisations.

62. Society, Health and Development has 20 days work experience at Level 3. Is this the same across all awarding bodies? Are any other lines of Principal Learning likely to require the same?

Yes, this is the same across all awarding bodies. It is a requirement set down by the Diploma Development Partnerships (DDP). This is not a requirement from any of the DDPs developing Phase 2 or 3.

Projects

63. What is a Foundation Project?

A Foundation Project is a level 1 Project that is a self-selected topic which will support the learner's progression. The learner plans, manages, completes and reviews the Project over one or two years and is supported by a teacher-assessor who gives guidance and also assesses the Project.

64. What is an Extended Project?

An Extended Project is a level 3 Project designed to add depth and breadth to a learner's skills and knowledge in a specific area. The project topic can either be chosen by the learner or be related to a current area of study of particular interest.

65. How many hours does it take to complete a project?

Projects at levels 1 and 2 require 60 guided learning hours (glh); the level 3 Extended Project requires 120 guided learning hours (glh).

66. Does a project topic have to be approved by the teacher?

Yes - the topic has to be agreed between the teacher and learner.

67. Does the Project have to be relevant to the Diploma course that the student is studying?

Diploma students must produce a Project/Extended Project which is either related to the line of learning and/or allows for student progression. This could mean that that students have an opportunity to develop a project outside the line of learning, especially if their chosen progression route lies elsewhere.

68. How can 20 Learners developing different projects be supported?

The Project and Extended Project are primarily concerned with the process of planning, executing and evaluating a project brief. Tutors must deliver the generic research and planning skills needed to complete the project as part of the guided learning hours. An audit should be undertaken around the consortium/institution of staff skills that could support different subject titles. At Levels 1 and 2, most project titles can be easily covered by tutors with experience of delivering qualifications that are research-heavy. For the Extended Project, the criteria require candidates to have access to specialist support at some point of the project. By delivering the project in this way, the theme or content becomes less critical.

69. *Can a learner start the Project at level 1, and then change to level 2 or 3?*

The Extended Project should take learners 120 guided learning hours (GLH), whereas the Foundation and Higher Projects have 60 GLH attached to them. The requirements for the Extended Project are much greater. It would not be impossible, for a learner to move up to an Extended Project, working towards the extra criteria, especially if the learner had not progressed too far with the project brief. In order to do this effectively, delivery staff would need to have a good understanding of the differences between the two specifications from the outset. However, changing project levels is not as simple as a student working towards a Higher Project, producing an excellent piece of work and then being able to have it marked this against the Extended Project criteria.

70. *Will there be ideas for projects around each line of learning?*

Yes. As we start to get this information from the Gateway 1 consortia, we will share this with you. As the delivery of Diplomas, Principal Learning and Projects has only just started, we are unable to provide this at the moment.

71. *Can we still register to do a Project this year in preparation for the Diploma?*

There is no registration process for the Project/Extended Project. You can start this qualification whenever you want to. There are entry deadlines prior to each moderation window (Jan/June) which you will need to meet when you are ready to have student work moderated. The dates for each series can be found in the Information Manual; your Exams Officer will have a copy of this.

72. *Do the Projects have to be approved by an Edexcel moderator?*

No. The titles are approved by the Project Supervisor overseeing the student's Project brief. Guidance to support appropriate Project proposals can be found in the specification and through our national training events.

73. *Is the Project seen as an element which threads through the course? Or is it seen as a chance to pull together all of the ideas at the end of the course?*

Either of these strategies could be adopted. There are no rules governing the approach that should be taken. It will depend on your individual centre's preferences. If you want a chance for students to mature through the course, then programming the Project towards the end of the course may be preferable. The student will also have the benefit of being able to reflect on their studies and experiences to decide on their Project brief. Embedding the project throughout may be beneficial for learners as they can develop their project management skills as they work through their course.

74. *How do teachers guide a student if their chosen topic is not in the teacher's specialist area? Can it be assessed by another tutor?*

Learning outcomes and assessment criteria for Project qualifications are generic and it is therefore possible for the learner to be advised and the outcomes to be marked by tutors with limited knowledge of the specialist area. However many of the Learning outcomes and assessment criteria, while generic, will often be addressed by the learner in a subject / sector-related context and so the contribution of a specialist may often be helpful, particularly for the Extended Project. You may want to include or defer to a colleague to assist with assessing the content and outcomes of the Project/Extended Project to arrive at an appropriate mark for this section. As long as the member of staff has the appropriate knowledge and experience to mark this qualification, either the subject-based approach or generic skills approach to assessment can work.

75. How do young people decide what they want to do in a project?

Students undertaking the Project as part of the Diploma will have to choose a topic which is linked to the Principal Learning or shows an element of progression to support further study or employment. Students taking the project outside of the Diploma may have a free choice. This could be guided by an interest the student has or, linked to a skill or activity they pursue or an area of the curriculum they would like to know more about. Centres may decide to offer project titles linked to their specialist status, briefs set by employers or areas of study that staff have specialist knowledge in. These are few suggestions but the list is endless.

76. If a learner does a Project as part of the Diploma can they use some of the work for the project element within the Principal Learning?

Yes, this is acceptable. However, any assessment work completed by the learner must be submitted separately for each qualification and marked independently according to the assessment criteria for each qualification. It likely that some extra work will need to be completed to meet the assessment criteria of one of these qualifications.

77. Are schools responsible for all of the generic learning of their own students or just for the Project?

The consortium must decide who is going to be responsible for each component of the Diploma. It is likely that these decisions will be driven by the design of the timetable/ curriculum. It is acceptable for any of the components to be delivered in the home centre or the delivery centre or a mixture of both. All components should be seen as interlinked; therefore, any learning taking place in one institution should be underpinned elsewhere. For example, a local college may be delivering the Principal Learning but another centre may have responsibility for embedding the Functional Skills and developing the Personal Learning and Thinking Skills.

Additional and Specialist Learning

78. What is Additional and Specialist Learning?

Additional Learning consists of further learning and can include national curriculum entitlement areas and/or learning options such as languages, music or science that relate to individual needs, interests and aspirations.

Specialist Learning consists of qualifications within a line of learning that are recommended to support progression in each sector. If there is a significant (more than 30%) overlap between Principal Learning, Additional Learning and Specialist Learning, learners will be barred from claiming these as part of the Diploma.

ASL must provide high quality breadth and/or depth of curriculum experience, without duplication of Principal Learning, and provide progression opportunities for learners who want to go on to immediate employment with training, or full-time further and/or higher education.

The Additional and Specialist Learning component of the Diploma complements a learner's Principal Learning. ASL gives learners the opportunity to personalise their learning and to choose units of study and qualifications that interest them, deepening and broadening their study.

Edexcel's qualifications within the ASL catalogue offer one of the following:

- Clear progression pathways focused on the employment sector that relates to Principal Learning component of the Diploma. These can lead to employment opportunities or on to further and higher education.
- Broad progression opportunities from outside the learner's Principal Learning area, meeting individual needs, interests and aspirations, and to some extent sector needs and market requirements.

In order to achieve the ASL component of the Diploma, learners must complete any combination of approved qualifications to reach the required number of guided learning hours (GLH).

79. Where can I find a list of all the qualifications that can be taken as Additional and Specialist Learning?

A list of all qualifications can be found on the National Database of Accredited Qualifications:

www.accreditedqualifications.org.uk/diplomaCatalogueSelection.aspx

80. Who teaches the Additional and Specialist Learning across the consortium - the centre that delivers the Principal Learning or the students home centre?

This will vary depending on how you want to plan for it. Some home centres may offer learners a qualification from the option block which has not yet been filled. Some consortia are offering a borough-wide scheme where learners can travel across the consortia to take part in certain qualifications. If the consortium has decided to offer a specialist Diploma route, for example, Principal Learning in Engineering with ASL consisting of a BTEC National Award in Aerospace Engineering, it is likely that the same institution/

department/tutor would deliver this route. If a learner wanted to follow a GCSE in French with an IT Principal Learning qualification, it is likely that these qualifications will be delivered by different teachers, potentially on different sites.

81. If we are delivering to a number of learners from a range of schools using different awarding bodies for the Additional and Specialist Learning, could there be exam clashes?

Every year there is potential for exam clashes across a range of qualifications. We follow the JCQ exams timetable to ensure all like qualifications will be timetabled at the same time; for example all the exams for Principal Learning Level 1 in Engineering will be in the same session.

82. Is October the registration date for all components of the Diploma, including Additional and Specialist Learning?

October 21 is the registration deadline for Principal Learning only. The normal rules of registration/entry for the Additional and Specialist Learning qualifications that you choose will apply.

83. Can NVQs be used as Additional and Specialist Learning to supplement practical content?

Currently only language NVQs are eligible for use as ASL.

84. What funding is available for the Additional and Specialist Learning element of the Diploma?

Additional and Specialist Learning will be funded at the same rates as if the qualification was delivered outside the Diploma.

85. Can previous qualifications gained be carried forward to count for all or part of the Additional and Specialist Learning?

Yes. Any qualification gained from January 2005 onwards can count towards the ASL. A screen has been developed on Edexcel Online to deal with this.

86. Will BTEC First and National qualifications stand alongside the Diploma as a stand-alone qualification or as part of the Diploma?

BTEC qualifications are truly vocational qualifications. Taken alone, they will prepare a young person to enter the sector they are studying towards. Therefore, they have a place as a stand-alone qualification. BTEC qualifications can also be housed in the Additional and Specialist Learning where they will provide a 'hands-on' practical slant to the Diploma programme. Please also see the answer to question 87.

87. How does the Young Apprenticeships programme fit in to the Level 2 Higher Diploma?

Learners will complete an acceptable BTEC qualification as the Additional and Specialist Learning component of the Diploma programme, which can be used as the technical certificate. The learner then completes 30 days of work experience instead of 10.

88. Is it likely that BTECs will continue after 2013?

Edexcel has had discussions with DCSF about the role of BTECs in the new 14-19 Strategy. It is agreed that BTEC qualifications will have a role to play in all four national routes, and will be able to contribute to and support GCSE, GCE, Diploma, Apprenticeship and Foundation Learning Tier programmes. In addition, where these programmes do not meet learners' needs BTECs will be available as free-standing qualifications. For more information please see the statement on our website:

<http://www.edexcel.com/notices/Pages/btec-confidence.aspx>

Personal, Learning and Thinking Skills

89. What does PLTS stand for?

Personal, Learning and Thinking Skills

90. What skills are assessed within PLTS?

The skills that learners will aim to achieve are: self-management, team working, independent enquiry, reflective learning, creative thinking and effective participation. These skills must be demonstrated by the learner across the whole Diploma programme.

91. Do you need to achieve PLTS to achieve the Principal Learning?

'Achievement' is not required in relation to PLTS. The requirement is that learners must have had 60 guided learning hours (GLH) to improve these skills. The PLTS are assessed through the Principal Learning units, but because of the compensation approach to assessment there is no requirement for any of these PLTS to be 'passed'. In addition to the assessed PLTS, further opportunities are signposted in the Principal Learning specifications to help deliverers embed them into their teaching.

92. Who will monitor the achievement of PLTS?

Teacher and learners will monitor the progress students are making with PLTS.

93. *How do we track achievement, what evidence is required?*

The evidence required for PLTS is that you can show you have delivered 60 guided learning hours (GLH) of Personal, Learning and Thinking Skills to each learner. This audit trail may be in the form of timetabled PLTS time, schemes of work or lesson plans, for example. It is advisable that learners and teachers develop tracking documents to show the development of these skills. There is no 'achievement' of PLTS; students have to demonstrate these skills.

Diploma (DAB and DAS) administration

94. *What does DAB stand for?*

Diploma Awarding Body.

95. *What does DAS stand for?*

Diploma Aggregation Service.

96. *What does the DAS do?*

It is a recording and tracking system which collates the learner's achievements.

"Diplomas are component-based qualifications that require a means of sharing relevant information on learners and their achievements between centres and awarding bodies. QCA has been leading the project (Minerva) to deliver the Diploma Aggregation Service, a managed IT system to support the awarding of the Diploma qualification. The Diploma Aggregation Service will be used by centres and awarding bodies involved in Diplomas, and representatives from both communities have been working closely with the project to support its development" (QCA, 2008).

The DAS website can be found at www.diploma-aggregation-service.co.uk and its purpose is to:

- Share more detailed information on the DAS with potential users and system integrators
- Communicate news of what's happening on the Minerva project
- Provide answers to frequently asked questions.

97. *What does ULN stand for?*

Unique Learner Number.

98. *What is a ULN?*

A ULN is a unique ten-digit number that identifies each learner and is used when registering learners and making entries. This number is also to be used by both centres and awarding bodies when reporting achievement and making certification claims.

99. *Where do you get a ULN from?*

You can obtain your ULN from MIAP (Managing Information Across Partners): www.miap.gov.uk

100. *Whose responsibility is it to register learners for a ULN: the delivery centre's or the home centre's?*

The consortium should decide, although it is recommended that home centres take responsibility for this, along with managing the other aspects of the learner's DAS account.

101. *Is there a fee involved in registering for a ULN?*

No, centres are not charged for the generation of the ULN.

102. *Where can further information on the DAS be found?*

For more information on the DAS, contact the help desk on 0300 100 0100 or email DAS.helpdesk@qca.org.uk. QCA will be publishing all training materials on its website so that all users will have a reference tool, but a completion date has not been given yet. The DAS support website may also be useful: http://www.qca.org.uk/qca_15894.aspx

103. *How do I set up a third party learner administration on the DAS?*

To create a third party association and set your centre alias:

- i. From the DAS homepage, choose 'create association to third party organisation' from the 'manage third party association and delegation' menu.
- ii. Find the DAB that you wish to use and click the 'select' button alongside it.
- iii. Enter your NCN (see below) as an alias.
- iv. Repeat for each DAB that you are likely to work with.

Please refer to PAGE 9 in the DAS 'Quick Guide':

Consortia

Consortia structure

104. *What is a consortium?*

A consortium is a group of centres accepted through the gateway who are working together to deliver the Diploma.

105. *What is a home centre?*

The home centre is the centre within a consortium that registers the learner and is therefore responsible for the learner's Principal Learning programme and all associated fees.

106. *What is an assessment centre?*

An assessment centre delivers teaching and assessment to the learner and will make entries for assessment windows.

107. *What is the responsibility of the assessment centre?*

The assessment centre is defined as the centre that has made the entries for a particular learner in a particular window.

For each moderation window the assessment centre will:

- Ensure entries are made for each learner by the required deadlines
- Be responsible for ensuring assessment and internal standardisation has taken place
- Submit final centre marks
- Provide the sample for external moderation by the dates required
- Receive moderator feedback
- Make any post-results enquiries or Access to Script requests.

Roles within a consortia

108. What is a lead assessor?

A lead assessor is a selected person within the consortium who is responsible for overseeing all aspects of quality assurance of the assessments carried out for the Principal Learning.

109. What is a domain assessor?

A domain assessor is responsible within the consortium for overseeing all aspects of the quality assurance of the internal assessments.

110. What is the main role of the consortium management?

The main role of the consortium management is to manage Diploma delivery and internal assessments.

111. Who does registrations?

It is the home centre's responsibility to register its learners.

112. Can one centre make all the registrations for a consortium?

Yes, one centre can make all the registrations for a consortium if it wants to. The centre will be charged all registration fees and be expected to cash in the final results. Unit entries may still be made by any centre in the consortium that is delivering the unit assessment. It is important that the unit entries are made by the centres that are delivering the assessment.

113. Who sets up the DAS account?

The home centre is responsible for setting up the learner's DAS requirements.

114. Who submits the final marks?

The assessment centre will submit final marks for completed internal assessments.

115. Who is my single point of contact at Edexcel?

Your point of contact is your Curriculum Development Manager (CDM). The full list of Regional Office contacts can be found here: <http://www.edexcel.com/iwantto/Pages/regional.aspx>. Members of the team will give you the contact details of your Curriculum Development Manager.

116. *Is there a list of consortia delivering Diplomas nationwide?*

Yes. This list can be found on the DCFS website, and shows all approved successful consortia <http://www.dcsf.gov.uk/index.htm>

Exams office administration

117. *Is guidance provided on how to register for the Diploma?*

Edexcel has produced an Information Manual which can be found on the website, www.edexcel.com. This contains the necessary information to register learners successfully.

118. *When registering learners, will UCIs and ULNs both be needed?*

Yes. The original UCI issued by the home centre should be used. The ULN is only needed to enable the DAS to record the results for the overall Diploma - it is not used by awarding bodies to deliver the qualification. In the same way, you use a UCI to deliver a GCSE and not the ULN. The ULN only allows results to be sent to DAS.

119. *What are the last dates for registration for the summer 2009 series?*

The last date for registrations for the summer 2009 series was 15 November 2008.

120. *Who is able to cash in qualifications?*

Only the home centre, which has made the registration, is able to cash in a qualification.

121. *Who pays all registration and additional fees?*

The home centre making the registrations will pay any fees, including late and re-sit fees.

122. *Will Edexcel refund or charge additional fees if centres want to change levels?*

Centres can register now and pay the related fees for that registration. If, in the future, they decide to change the level for that registration or withdraw it, any remaining fees will be refunded.

For example, if a learner is registered for a Construction level 1 qualification and sits the test in the January series, after which the centre decides that the candidate could sit level 2, a unit fee for the January unit they completed will be charged and the rest of the money refunded. We will then register the learner on the new level and charge a full new registration fee.

Learners that have not been entered for any units would receive a full refund. There are no administration charges for this.

We have not confirmed the unit fees (or late fees) yet, but will do so shortly.

123. *Where are the fees for Diploma qualifications?*

For more information on the fees for Diploma qualifications, please see the vocational price list here: <http://www.edexcel.com/iwantto/Pages/dip-fees.aspx>

Assessment delivery

124. *What is a cohort?*

A cohort is a group of learners from a centre who are entered for the same assessment window.

125. *What are controlled conditions?*

It is a requirement of the criteria for the accreditation of specialised Diploma qualifications at Levels 1, 2 and 3 that, “internal assessment (of Principal Learning) must normally be supervised and conducted under controlled conditions to ensure reliability and fairness. Requirements must be set out to ensure robustness at each stage of internal assessment, including:

- the setting of tasks
- the extent of supervision in carrying out tasks
- the conditions under which assessment takes place
- marking and standardising procedures
- moderation and verification processes.”

Further guidance on task setting and the controls used to contextualise a task may be found within the Tutor Support Materials.

Learner Evidence Folders

126. *What evidence is needed to show that a particular unit has been completed?*

Both the learner and the assessor need to sign and date the Candidate Record Sheet in order to show a unit has been completed.

127. *What components make up a Learner Evidence Folder?*

- A title page with
 - The relevant specification name and number
 - Candidate number
 - Candidate name (ULN)
 - Centre number (UCI)
 - Centre name
 - Date
- A completed Candidate Record Sheet for the unit
- Clear page numbering.

128. *What format should a Learner Evidence Folder be submitted in?*

Centres must supply the learner’s evidence with treasury tags, titled pages and the Candidate Record Sheet, which needs to be presented at the front of each folder.

129. *Can learners submit evidence by audio tape or video tape?*

For some subjects, it is acceptable for learners to submit their evidence by audio tape or video tape. In all instances where discs or tapes are acceptable, centres must provide annotation on or with the material to identify each individual learner's evidence as well as the learner's name and their centre name and number.

Due to the variation in software existing for computer-based evidence, centres must present hard copies of any evidence held in this way. Evidence which cannot be accessed by external moderators cannot be accepted. For further information, centres should refer to the appropriate specification and Tutor Support Material.

130. *If submitting assignments electronically, how does a learner show authenticity of the work with a signature?*

In this case, the page should be printed, signed and then scanned.

131. *How should an electronic Learner Evidence Folder be labelled?*

Evidence from each activity in a unit should be gathered in a folder, which should be clearly indexed and referenced. Each page should be numbered and include the following information: candidate name, candidate number, centre name and centre number. Folders can be gathered electronically.

Each learner's work should be stored in a single folder labelled as follows: Evidence/Level X/Unit X - Unit title/candidate number/candidate name.

Assessing evidence

132. *What is Tangible evidence? (Grid A)*

Tangible evidence is evidence that can be reassessed by a third party, for example final reports, presentation notes or annotated photograph.

133. *What is Ephemeral evidence? (Grid B)*

Ephemeral evidence is evidence that can be captured through, for example, witness statements, supported by detailed learner observation records. It is evidence that does not have a 'hard copy' as such, but behaviour that can be recorded.

134. *How should a learner's evidence be marked?*

All evidence should contain annotated marking, showing where marks have contributed to each learning outcome. Centres should not submit raw data, class notes and research material that does not directly evidence the learning outcomes.

135. *What happens if a learner's evidence is missing?*

Any missing evidence may result in a reduction of marks during the external moderation process.

136. *Will the external exams carry a higher weighting than the internal units?*

The weighting is based on the size of the unit - all units of the same size (measured in guided learning hours ,GLH) carry the same weight, whether internal or external.

Internal Standardisation

137. *What is Internal Standardisation?*

Internal Standardisation is a system for checking the quality of internal assessment to ensure that it is consistent, fair and reliable across assessors and teaching areas.

138. *Who is responsible for carrying out Internal Standardisation?*

It is the centre's responsibility to carry out Internal Standardisation, and to record the results prior to the submission of marks and external moderation. If the same qualifications are being offered in more than one centre within a consortium, Internal Standardisation should also be carried out across the centres. The consortium is responsible for ensuring this is done.

139. *How many samples need to be assessed by each assessor when undertaking Internal Standardisation?*

As a minimum, the work of two learners must be sampled from each assessor, including the highest mark. The Domain/Team Leader Assessor may choose to sample more than this from individual assessors. This may be appropriate, for example, where the assessor is a newly qualified teacher or is new to the specification.

To maintain the integrity of the process, the Domain/Team Leader Assessor should not sample his or her own assessment decisions. This should be done by another assessor.

140. *What can learners' work be used for in the future?*

On the Candidate Record Sheet, learners are asked to give their permission for their work to be used by Edexcel. Work may be used for one of more of the following:

- awarding purposes (setting National Standards)
- moderator selection and training
- archive material
- tutor support material
- training materials (for training events)

Candidate Record Sheets

141. *What is the Candidate Record Sheet designed for?*

The Candidate Record Sheet is designed to record the details of the learner and evidence provided and also to support the internal and external assessment process by ensuring visibility and transparency over the decisions which have been reached by the assessor.

142. *Where can Candidate Record Sheets be found?*

Forms can be downloaded from the Diploma area of the website, www.edexcel.com/quals/diplomas/Pages/Admin.aspx

143. *Do both teachers and learners need to sign the Candidate Record Sheet?*

Yes. Both the assessor and learner must sign and date the form. Forms without the signatures of either party will not be accepted, making the submission invalid.

144. *What are the two sections of the Candidate Record Sheet?*

The two sections on the Candidate Record Sheet are Authentication and Marking Grid.

Authentication: All learners must confirm that the work they submit for assessment is their own. Each learner is required to sign a declaration before submitting work to their subject teachers/assessors for final assessment to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Ensuring that all learners do this is the responsibility of the centre.

It is also a requirement that teachers/assessors confirm to the awarding body that all of the work submitted for assessment has been completed under the required conditions and that they are satisfied that the work is solely that of the learner. If they are unable to do so, the work should not be accepted for assessment. Centres should record marks of zero if learners cannot confirm the authenticity of work submitted for assessment.

All teachers/assessors who have assessed the work of any learner entered for each component must sign the declaration of authentication. More guidance and documentation may be found in the **JCQ Instructions for Conducting Coursework** booklet - http://www.jcq.org.uk/exams_office/coursework/

Marking Grid decisions: This part of the form allows assessors to record the decisions reached for every learning outcome in the unit. It allows a third party to easily review the work as part of the consortium's Internal Standardisation process or during external moderation. It is not designed to replace the comments that should be found in the learner's work.

145. *How do assessors fill out each section of the grid on the Candidate Record Sheet?*

Detailed guidance is available in our centre guidance document on the website.

146. *Do assessors need to keep copies of the Candidate Record Sheets?*

Candidate Record Sheets should be kept with the evidence for the unit. Assessors may find it useful to keep a copy of these sheets for their records.

External moderation

147. *What is external moderation?*

External moderation is the process awarding bodies use to confirm that the assessment has been delivered to agreed national standards through the re-assessment of samples of centre work by an external moderator.

Moderation samples will be delivered to the moderator on CD. One CD should be prepared per moderation sample, per unit (that is all learners work in the unit sample should be burnt onto one CD for delivery to the moderator).

Each learner's work sent for assessment should be accompanied by an electronic version of the Candidate Record Sheet detailing where learners have located evidence and achieved the mark awarded. The Candidate Record Sheets for each of the learners contained in the sample should be provided in a separate folder on the root folder of the CD.

148. *How do centres access moderation?*

Guidance for centres can be found in the external moderation section of the Centre Guidance Document on our website. This details the process of external moderation and how it works. Please see:

www.edexcel.com/quals/diploma/Pages/Admin.aspx

Edexcel offers winter and summer assessment series for which centres may choose to enter learners if they wish. To make entries, follow the instructions in the Edexcel Information Manual.

Preparing the sample

149. *What samples should be included for external moderation?*

The moderation sample is comprised of the work of the learners whose names have been asterisked on Edexcel Online for each component and the work of the learners who achieved the highest and lowest mark for each component in the centre.

150. *How many samples need to be submitted by each centre for external moderation?*

Once all entries have been made, a sample of 10 pieces of work for each unit needs to be submitted. A sample of 10 must always be provided for cohorts of 10 or more. For cohorts fewer than 10, all learners work will need to be submitted.

151. *What should the sample for external moderation include?*

When an external moderation sample is being prepared, a clear and comprehensive Candidate Record Sheet for each sampled learner must be submitted to identify the evidence for marks claimed. This should be attached to the work. Only relevant work should be submitted. Supplementary material which does not form part of the assessment evidence should not be included.

152. *Does each external moderation sample need a Candidate Record Sheet?*

Yes, each sampled learner needs a completed Candidate Record Sheet to identify the evidence for marks claimed, which should be attached to the work.

Submitting final marks

153. *When are the final marks submitted?*

Final marks should be submitted once all work has been fully assessed and accepted through the consortia quality management system.

154. *Who submits the final marks?*

It is the assessment centre's responsibility to submit marks, by the deadline, which are accurate and in the appropriate scale/format.

155. *How are final marks submitted?*

Final marks need to be submitted through Edexcel Online (www.edexcelonline.com).

156. *If a learner is absent, what mark should be put on their sheet?*

If a learner is absent, an ("X") should be entered. This is also the case if the learner has withdrawn or has failed to submit any work, even if Special Consideration or an aegrotat award has been requested.

157. *What mark should be given if a learner has not met any of the assessment criteria?*

If a learner has not met any of the assessment criteria, a score of zero should be used.

158. *What mark should be given to a learner who has withdrawn, failed to submit any work or has Special Consideration?*

In all of these cases, the mark "X" should be entered.

159. *If marks have been submitted and need amending, what is the process?*

If marks have been submitted and need amending, please contact Edexcel Customer Services on 0844 576 0028. You will need to state your centre, subject, paper and learner details, along with the amended mark. A valid amendment reason must also be given. The late submission of additional work is not regarded as a valid reason. You will then be required to send an email confirming the amendment.

160. *What is the email address to send amendments to marks to?*

If you need to make amendments to marks, please email them to Diplomaops@edexcel.com They will need to be emailed from an official centre email address. Edexcel is not able to accept amendments from any personal accounts (such as hotmail or yahoo).

161. *Can Edexcel accept emails confirming amended marks from personal email accounts?*

No. Edexcel cannot accept amendments from personal email accounts. They must be sent from an official centre email address.

162. *Will delivery of results be on time if marks are submitted late?*

Edexcel cannot guarantee the delivery of results on time when centres attempt to submit marks after the deadline. We strongly advise that, where late or incorrect submissions have been made, centres should inform learners that their results may be late. If progress to higher education is at stake, it is

particularly important to make the necessary negotiations with admissions authorities.

The External moderation via postal sample

163. *Where do you find details of the external moderator?*

The external moderator's details and address can be found on Edexcel Online.

164. *What are the deadlines for summer and winter moderation?*

The moderator should receive the work from the centre no later than the mark submission deadlines:

Winter - 10 January 2009

Summer - 5 June 2009.

165. *How does the centre submit the samples for external moderation ?*

External moderation should be completed by post, unless other arrangements have been made by Edexcel. The package should be sent by ordinary first-class post and a certificate of postage should be retained as evidence of posting the item to the moderator on time.

166. *How should the package containing the samples for external moderation be labelled?*

The package should be labelled with the moderator's name and address, centre number and the unit number and paper.

167. *What should the external moderation package include?*

The package should include:

- The 10 samples of learner work requested, together with the work awarded the highest and lowest marks
- Candidate Record Sheets for each of the learners' work, which clearly references the work to the appropriate specifications
- A copy of the Edexcel Online printout
- Contact details, including email address and telephone number, of the Domain Assessor.

The External moderation via centre visit

168. *What preparation happens before a visit from an external moderator?*

Before an external moderation visit, the centre should:

- apply for Special Consideration if it is needed, through the Examinations Officer
- arrange a date and time with the moderator - sending confirmation which includes details of location
- make sure that the full Internal Standardisation and marking process has been completed across all assessors
- make a copy of the Candidate Record Sheet for each learner
- transfer a final mark for every learner to Edexcel Online
- arrange the 10 samples of learner work requested, together with the work awarded the lowest and highest marks if they are not in the requested sample
- ensure that work for each component is clearly identified and accompanied by the Candidate Record Sheet.

169. *What takes place on the day an external moderator visits?*

On the day of the external moderator visit, the centre should:

- ensure all work in the moderation sample is clearly identified and the Candidate Record Sheet is available
- ensure all paperwork has been correctly completed and is available for the moderator
- give a copy of the Edexcel Online printout to the moderator
- provide a plan/map, showing the location of work in the sample
- ensure privacy for the moderation.

170. *What should a centre do once an external moderator has been to visit?*

Once a moderation has finished, the centre should retain all sample learners' work until the deadline for Enquiries About Results has passed or until the outcome of any enquiries has been received.

Moderation outcome

171. *What happens if marks differ between the centre and the external moderator?*

There is a degree of tolerance allowed between the centre-awarded mark and the moderator-awarded mark. If the centre's assessment falls within this, no adjustment will be made to the centre-submitted marks. If the centre's assessment is out of tolerance, an adjustment may be made to the marks of some, or all, of the learners entered for that unit.

172. *What happens when the moderator identifies centre standards that differ significantly to National Standards?*

In some cases, it may be that the moderator identifies that the standards applied by the work is still within the tolerances allowed. In these cases, additional feedback may be given to centres. Where it is not within tolerance the moderators marks will be used to adjust the final learner mark awarded.

173. *How do you become an Assessment Associate?*

If you would like to become an Assessment Associate please complete the online form here:

www.edexcel.com/i-am-a/aa/aa-recruitment/Pages/home.aspx

Accreditation

174. *What is accreditation?*

Accreditation is the process where domain assessors achieve recognition as accurate assessors, meaning that they are able to award marks for coursework components without being subject to normal external moderation sampling by Edexcel.

175. *What does DAA stand for?*

DAA stands for Diploma Accredited Assessor.

176. *How does someone become an accredited assessor?*

We are currently planning to trial the accreditation process in 2009 with consortia whose Domain Assessors are also Edexcel external moderators. Application forms to become a moderator for Edexcel can be found and submitted online at:

www.edexcel.com/i-am-a/aa/aa-recruitment/Pages/home.aspx

Feedback

177. *What feedback and guidance on the Diploma does Edexcel offer?*

Edexcel offers feedback and guidance events following each examination series. Delegates will be given feedback on previous series, consider potential areas for improvement in students' performance, examine a range of student responses and have the opportunity to do some trial marking.

178. *How can centres get feedback on external moderation?*

External moderators will provide centres with a written report on the outcome of the external moderation. Edexcel will also offer feedback events after each examination series which are published through our training catalogue.

179. *How do centres get feedback on the tasks the centre is setting for the learners?*

For feedback on assignments that centres have set for learners, centres can sign up for workshops at:

www.edexcel.com/quals/diploma/Pages/training.aspx

If appropriate, some feedback will also be offered in the moderator report.

Support and training

180. *What support does Edexcel offer for specific Principal Learning subjects?*

Edexcel offers an expert advice service where queries can be emailed in to the specific Principal Learning subject expert. There is a turnaround of two working days for a response. Queries for Phase 1 lines of learning can be submitted to the email addresses below:

Society, Health and Development: Diplomasohealthdev@edexcelexperts.co.uk

IT: Diplomait@edexcelexperts.co.uk

Engineering: Diplomaengineering@edexcelexperts.co.uk

Construction and the Built Environment: Diplomaconsandbuiltenviron@edexcelexperts.co.uk

Creative and Media: Diplomacreativeandmedia@edexcelexperts.co.uk

181. *Whom do I contact about getting training on the Diploma?*

Please contact the Operations team, who offer training on administering the Diploma and Edexcel systems for examinations officers, Diploma administrators and Diploma managers. They can be contacted at diplomaops@edexcel.com

182. *Is there any local / regional / national training for the Diploma available?*

Generic support and guidance can be accessed on a local level through planned network meetings. These will complement the Edexcel national training schedule. For more information, please see the training catalogue or contact your Curriculum Development Manager.

183. *Where can teachers find guidance on assignments?*

For more information and Tutor Support Materials, please use the following link: www.edexcel.com/diplomas

184. *Will Edexcel provide on-site training for free like OCR?*

Yes, Edexcel aims to support every area of the Diploma, not just the Principal Learning. Every consortium has access to half a day's free consultancy from a subject specialist. On-demand support from Curriculum Development Managers is also available to assist with curriculum and generic Diploma issues. The Diploma Operations team is available for free on-site visits to support the operational delivery of the Diploma.

185. *Will Edexcel provide a list of Diploma deliverers who can be contacted to network with?*

This is certainly something we can put together and develop. In the meantime, please access our free regional support network meetings that can be found in the [Diploma Training Directory](#).

Resources

186. *Are you going to produce a student book for Advanced Principal Learning?*

From December 2008, a teacher resource for Advanced Diplomas will be available, providing a range of material to support the teaching and learning of Advanced Principal Learning lines. We will be looking to produce a student book in the near future.

187. *When will published resources be available from Heinemann?*

Teacher resources and student books are currently available for Foundation and Higher Phase 1 subjects. Phase 2 resources will become available in the summer term 2009.

188. *How much do the Diploma student guides cost?*

This resource is free.

189. *What Diploma materials are free for the Diploma and for Functional Skills?*

A full range of free marketing materials for all the Diploma components is available via the regional offices. The contact details for your local office can be found at: www.edexcel.com/iwantto/Pages/regional.aspx

These materials include individual subject flyers, our support flyer, Diploma component flyers and information from Diploma third parties. They are available as a pack with a CD-ROM containing video clips on each lines of learning and further information. There is also a student guide.

Specifications, Tutor Support Materials and Sample Assessment Materials are also free of charge for all the Diploma components.

For Functional Skills, an information pack and a CD-ROM are available with past papers, examiners' reports and specifications as well as Adult Literacy and Numeracy practice tests and guidance on funding.

There is also a Functional Skills development programme that you can access by completing an Expression of Interest form at: www.edexcel.com/quals/func-skills/Pages/default.aspx.

If you are not currently on the pilot, this is an opportunity to access all the same material and support as the pilot centres.

190. *How can consortia order sufficient copies of the DCSF folder for all their partners and not just schools?*

All DCSF materials are free of charge and can be ordered from <http://publications.teachernet.gov.uk/>

Diploma partners

191. *What are the contact details for Matchware?*

For further information from Matchware, our partner organisation providing interactive project management software, contact London@matchware.com. You can also phone them on 020 8940 9700.

192. *Is there useful software available to track student progress and whereabouts?*

Yes; you can contact our partners at Perspective. They have a fully integrated software package called the Collaborative Learning Manager that helps consortia track the attendance, progress and attainment of learners across the consortia. It provides a robust system of reporting to carers, parents, learners and other consortia members of the progress of individual Diploma students.

You can contact Peter Barnett at peter.barnett@perspective-uk.com.
Alternatively, you can call him on 0121 506 9542.

Policy

193. *In terms of funding, are students owned by the school or the consortium?*

The level of post-16 funding for Diploma students will be based on the full LSC methodology as set out in the guidance. Pre-16 the DCSF expects the funding to be paid per Diploma student to be determined as follows:

- o Funding will vary according to how much of the Diploma programme: (i) be delivered through mainstream funding in the home school ie through the Average Weighted Pupil Unit (AWPU), and (ii) requires additional resource, to be delivered in the home school or elsewhere.
- o The level of funding for the latter should be calculated using the elements of the LSC funding formula that relate to the relevant Diploma programme such as guided learning hours and programme weighting.
- o Use of the other elements of the formula which are specific to the local situation, for example, institution success rates and additional learner support, is for local determination. These elements can be dispensed of if required.

The DCSF recommends that 14-19 partnerships should consider pooling funds at KS4; that is both the Diploma grant and, if necessary, contributions from earmarked DSG. Funds for 16-18 Diplomas will be channelled through the 'home' institution. This funding can also be pooled if partnerships wish.

194. *Does Ofqual replace QCA?*

The QCA's activities divide into two clearly separate areas. Firstly, Ofqual will be regulating the qualifications and awarding system, addressing such themes as rigour and consistency of standards over time. Secondly, the Qualifications and Curriculum Development Agency (QCDA) will play an active role in controlling the development of qualifications and learning programmes and providing curriculum guidance and support across all key stages, from the Early Years Foundation Stage to Foundation Degrees.

195. *What are the funding implications if a student does not complete the full Diploma at Level 2 (that is, misses out on a Functional Skill)?*

Failure to complete the whole qualification will affect the institution's success factor as part of the LSC demand-led funding methodology.

196. *What's the address of the website where I can obtain the funding strategy book?*

The funding strategy book produced by Nick Linford and Edexcel is available from this website: <http://www.fundingguide.co.uk/>.

197. *For some of the Principal Learning, students will need the use of specialist facilities that will only be available at an FE college. What funding will the FE receive, as there would be a cost implication and the student is owned by the school?*

The DCSF has not provided any guidance on charging arrangements except to say that it expects the negotiation to be based on how much of the Diploma programme can be delivered through mainstream funding in the home school or elsewhere. This should be costed using the elements of the LSC funding formula that relate to the relevant Diploma programme, such as guided learning hours or standard learner numbers and programme weighting. Use of the other elements of the formula which are specific to the local situation, for example institution success rates and additional learner support, is for local determination.

The DCSF states that decisions on charging for Diplomas should be based on the framework set out in the LSC funding methodology:

www.lsc.gov.uk/providers/funding-policy/strategic-overview

Please see the DCSF website for further information: www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=43

198. *Is there a grid available to show SCATT points for incomplete Diplomas depending on which part is not achieved?*

No. All you would need to do is add up the points from the components that the student has achieved.

General questions

199. *Do you have to do English, maths and science as part of a Level 1 and 2 Diploma?*

Functional maths and English are required, and if the learner is doing the Diploma at KS4 English, maths and science are part of the statutory curriculum requirement.

200. *Should you accept a student on a Level 3 Diploma who has not achieved a full Level 2?*

Ultimately, it will be down to the admission policy at your institution. However, it will also depend on the number of components that have been completed at Level 2. A learner who has completed all the components at Level 2 apart from a couple of the Functional Skills may still be suitable for a Level 3 programme.

The learner would then look to complete these missing Functional Skills whilst on the Level 3 Diploma programme, for example.

201. *How will achievement be recorded if a student progresses to a Level 3 Diploma without quite achieving all of the Level 2 elements?*

The learner will take with them the certificates and SCAAT points for each qualification they achieved within the Diploma. There are no extra SCAAT points for achieving the Diploma as a whole.

202. *Can students start the Level 2 Diploma course in year 9 and complete it at the end of year 10?*

Yes, this is a possibility.

203. *Does the Level 3 Diploma need to be delivered over two years?*

Yes. The size of the qualification makes it impossible for it to be delivered over one year.

204. *Does the student get an over grade i.e. A*x 6 or will they get an individual grade for each component?*

The student will get an overall Diploma grade which is derived from their performance across the Principal Learning and the Project. A pass or fail outcome will then be awarded for each Functional Skill and a mark/grade/award for any qualifications which are taken as part of the ASL. All components need to be passed at the level at which the student is intending to complete their overall Diploma.

205. *How do students bank units?*

Unit achievement will be recorded by Edexcel and the Diploma Aggregation Service. When the learner has completed all the units and is satisfied with the outcomes the qualification can be cashed in.

206. *Why can't adults enrol in a Diploma course if they lack Functional Skills and work experience?*

The content of the qualifications is primarily designed for 14-19 learners and not for adult learners. However, an adult pathway through the Foundation Learning Tier will be developed which may provide a more appropriate programme of study for adults.

207. *Is ResultsPlus only available for maths and Science?*

ResultsPlus is available for all GCE and GCSE subjects. However, there is an enhanced results analysis service for Science and maths which allows teachers to identify which skills are weak through the use of skill maps.