

**CHARTERED INSTITUTE OF
PERSONNEL AND DEVELOPMENT**

**MODERATION HANDBOOK:
GUIDANCE ON ASSESSING AND MODERATING
LEVEL 3 CERTIFICATE PROGRAMMES**

VERSION 8

2009/10

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Purpose of handbook

The purpose of this handbook is to clarify the moderation process for the CIPD's level 3 certificate qualifications, and to provide guidance to moderators and centres on the CIPD's assessment and external moderation requirements.

The handbook complements the CIPD's Centre Handbook for Certificate Qualifications.

This document replaces version 7 of the *External Moderation Handbook*.

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1.1 Assessment requirements

All CIPD level 3 certificate programmes must include the following assessments:

- Two written assignments
- Two skills assignments
- A work-based/-related project proposal
- A work-based/-related project.

In addition, candidates must maintain a learning log and development plan to demonstrate evidence of continuing professional development (CPD). The learning log and development plan are not formally assessed, but must be included in the candidate's portfolio, along with their assignments and work-based/-related project.

Centres are free to choose whether they select a written or skills assignment to assess a particular unit. However, the assessment method chosen must be appropriate for the operational and knowledge indicators to be assessed.

Whilst it remains possible this year for centres to write their own written or skills assignments, or adapt assignments contained within the National Assignment Bank these will need to meet the criteria in this handbook and be approved by the CIPD (Chief or Regional Moderator) on an annual basis. **Centres are strongly advised to use assignments unchanged from the National Assignment Bank, which carry automatic approval with them.** The bank is available on the CIPD's website at www.cipd.co.uk/centres

All work must be signed by the candidate to confirm its authenticity, ie that it is the candidate's own work. Where work is submitted for assessment or moderation electronically, signed declarations must still be made and kept in the candidate's portfolio, ready for inspection by the External Moderator upon request.

Details of candidate achievement for each unit, the work-based/-related project and the project proposal should be recorded on the student progress form (SPF). A copy of the form, together with the relevant unit codes and an example of a completed form, follows.

The SPF must show the CIPD membership number for each candidate. The CIPD will only certificate candidates for the full qualification when each field on the form has been completed, and the SPF has been signed by the tutor and endorsed by the External Moderator. Centres must send the original SPFs to the CIPD – photocopies are not acceptable.

Where one or more candidate(s) are seeking certification on a unit basis, as they have been unable to complete the whole course, a separate SPF must be produced. This should be headed 'Unit Certification' and only contain student names and grades for specific units completed. The code 'NYC' (representing 'Not Yet Completed') should be inserted instead of grades as appropriate. This SPF should also be signed by the tutor and endorsed by the External Moderator with the original copy being sent to CIPD.

Certificates are normally sent directly to candidates, but where a centre is planning to hold a presentation event this should be clearly noted on the bottom of the SPF, indicating the date of the event and dispatch address for the certificates.

Certificates are usually issued within four to six weeks of receipt of the SPF. This should be taken into consideration when planning a certificate presentation event.

Further details and guidance on the CIPD's assessment requirements can be found in the following sections of this document:

Work-based/-related project – Section 4

Written and skills assignments – Section 5

CIPD student progress form (SPF)

Centre:

Programme:

Cohort start and finish date:

Page of

Surname	Forename(s)	CIPD membership no.	Project proposal	Final project result	<i>(Please insert skills/ written and unit code)</i>	<i>(Please insert skills/ written and unit code)</i>	<i>(Please insert skills/ written and unit code)</i>	<i>(Please insert skills/ written and unit code)</i>	Final result (P/M/D)
Moderator:									

Programme leader: Signature

CIPD moderator: Signature

(Certificates are sent directly to candidates unless there is an indication that there is to be a presentation event. In this case centres should indicate on the SPF the dispatch address and presentation date.)

Unit codes

Certificate in Personnel Practice (CPP)

Unit title	Unit code
Human resource plans and organisational context	HRP
Recruitment and selection	RAS
Training and development	TAD
Performance management and employee relations	PMA

Certificate in Training Practice (CTP)

Training in context	TIC
Identifying and prioritising learning needs	IAP
Designing training and assessment	DTA
Delivering and evaluating training	DAE

Certificate in Recruitment and Selection (CRS)

The context of recruitment and selection and application of information systems	TCO
The recruitment process	TRP
The selection process	TSP
The legal, ethical and professional issues of recruitment and selection	TLE

Certificate in Employment Relations, Law and Practice (CERLAP)

Practice in context (or contextual issues)	PIC
Setting up employment contracts	SUE
Managing the employment relationship	MTE
Managing the exit from employment	MTX

Certificate in Coaching and Mentoring (CCM)

Coaching and mentoring in context	CAM
Develop a coaching and mentoring plan	DAC
Manage and support a coaching and mentoring relationship	MAS
Develop, monitor and improve own professional practice	DMA

Completed example of CIPD student progress form (SPF)

Centre The Training Centre

H J Shuhaibar

Programme CPP

Cohort start and finish date 01/09/06 – 08/07/07 Page 1 1

Surname	Forename(s)	Moderator CIPD membership no.	Project proposal	Final project result	HRP	RAS	TAD	PMA	Final result (P/M/D)
KHORSHEED	NIMATI	0000001	S	M	M	M	M	M	M
SYKES	BRIDGET	0000002	S	D	P	P	M	M	M
SINGLETON	NICOLAS	0000003	NYS S (2 nd)	P	P	M	P	P	P
ABU-GHEIDA	BASSIMA	0000004	NYS	/	P	P®	P	P	DEFER
AGER	MICHAEL	0000005	S	D	D	D	D	D	D
KUTI	KIMBERLEY	0000006	S	P	M	P	M	P	P
JARVIS	JENNY	0000007	S	M	M	P	D	P	M

Programme leader: Signature *Julie Goodger*

Name JULIE GOODGER

Date 01/08/07

CIPD moderator: Signature *H J Shuhaibar*

Name H J SHUHAIBAR

Date 30/08/07

PLEASE SEND CERTIFICATES TO THE COURSE LEADER AT THE TRAINING CENTRE ADDRESS FOR THE PRESENTATION EVENING ON 01/10/07.

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2.1 External moderation model

External moderation is a key component of the CIPD's quality assurance system for level 3 certificate qualifications. It is the process by which the CIPD ensures that candidates' work is assessed consistently within and across centres, and meets the relevant Professional Standards.

External Moderators are employed by the CIPD to undertake the following activities:

- make initial visits to their centres at the beginning of each year of programmes to plan moderation for the year ahead and address any outstanding issues from the previous year
- confirm that any assignments which have not been taken unchanged from the National Assignment Bank have been specifically approved by CIPD (Chief or Regional Moderators) to ensure they are appropriate and meet quality standards for use in the coming year
- sample assessment decisions to establish whether tutors and internal verifiers are assessing consistently and in line with national standards
- check that candidate portfolios meet the CIPD's requirements, and sign off student progress forms (SPFs)
- produce reports with action plans on external moderation activity
- provide constructive feedback to centres on issues relating to the assessment and internal verification of the CIPD's qualifications
- participate in national/regional standardisation and development events.

The CIPD's External Moderators are grouped within nine regional teams, each led by a Regional Moderator. The role of the Regional Moderator is to monitor and support their team of External Moderators to ensure they are undertaking moderation activities in line with the CIPD's requirements.

There are two Chief Moderators who oversee the external moderation process for the level 3 certificate qualifications:

- Chris Wood has responsibility for managing the team of Regional Moderators who cover the South-West, South-East, East Midlands and West Midlands regions. She also has an overview of quality issues relating specifically to the Certificate in Personnel Practice (CPP), Certificate in Recruitment and Selection (CRS) and the Certificate in Employment Relations, Law and Practice (CERLAP).
- Pam Rodgers has responsibility for managing the team of Regional Moderators who cover the North-East, North-West, Scotland/Northern Ireland, Ireland, non-standard commercial providers and international regions. She also has an overview of quality issues relating specifically to the Certificate in Training Practice (CTP) and the Certificate in Coaching and Mentoring (CCM).

The CIPD's Quality Assurance Team for certificate programmes is based in Wimbledon. The team comprises:

- a Quality Assurance Manager (Certs/VQs), who has overall responsibility for quality issues relating to certificate qualifications
- eight Quality Assurance Officers, each with responsibility for an allocation of centres within one or more regions
- a Quality Assurance Administrator, who deals with any administrative queries, and is responsible for processing invoices and logging moderator and centre reports.

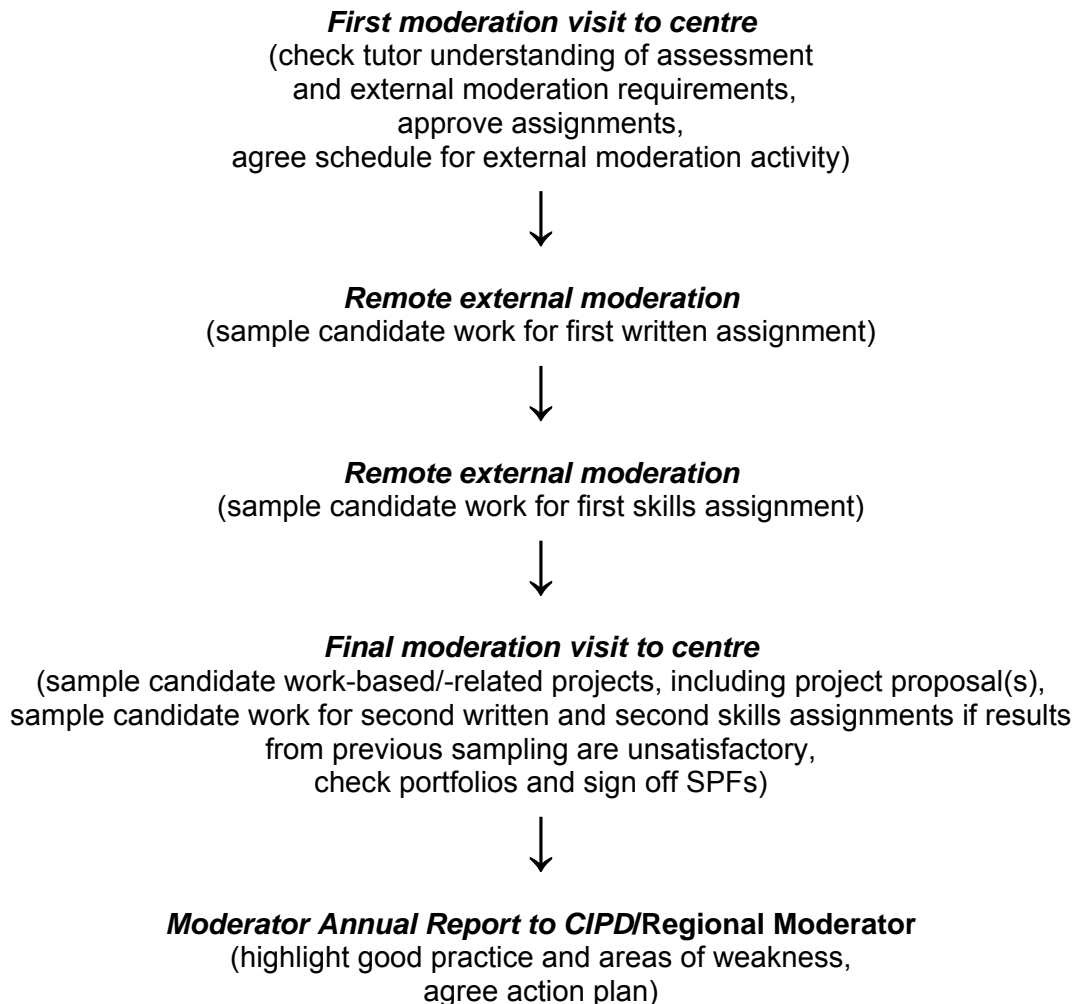
The quality assurance officers are the main point of contact for any non-moderation issues relating to centres within their allocated region. They are responsible for activities such as centre approval/re-approval, approval of new programmes and changes to modes of delivery, investigation of complaints, and so on. As part of their role, they liaise with the moderation team regarding quality issues relating to certificate programmes in particular centres.

Contact details for the CIPD Certificate Quality Assurance Team can be found in the *Centre Handbook for Certificate Qualifications*.

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3.1 Revised external moderation framework

To reflect the fact that project proposals are now internally assessed and this change has been successfully embedded the external moderation framework has been revised and will comprise the following activities.



A more detailed flowchart that describes the actions taken by candidates, tutors and External Moderators is provided on the following pages.

3.2 Assignments

All centre assignments should be taken from the national assignment bank this year. If a centre chooses to adapt an assignment or create one of their own they will need to obtain specifically approval from the CIPD through the Chief or Regional Moderators.

3.3 Policy developments

The following policy changes and developments were introduced from 1 September 2007:

- unit certification
- internal assessment of project proposals
- online submission of students' work for external moderation
- centres website.

Unit certification

Although the CIPD's level 3 qualifications are divided into units (modules), some centres have designed assignments that span the operational and/or knowledge indicators of more than one unit. In addition, the student progress form (SPF) recorded only whether an individual had completed an assignment; it did not show which unit had been achieved.

To enable students to gain recognition for partial achievement of a qualification, and to create a system that will support the future introduction of accreditation of prior certificated learning (APCL) and credit accumulation and transfer, the CIPD is introducing unit certification. From 1 September 2007, any candidate who fails to complete the whole qualification will be able to request unit certification provided they have achieved one unit or more. This policy will affect centres and External Moderators in the following ways:

- 1 There must be **one summative assignment per unit**. Assignments that include operational and knowledge indicators from more than one unit will not be permitted. External Moderators will check this requirement is being met when approving assignments.
- 2 The SPF has been revised to reflect unit rather than assignment achievement. Each unit now has a three-letter code. Centres must enter the relevant unit codes on the SPF so that candidate achievement can be recorded accurately. ***The new SPF template and unit codes can be found in Section 1, pp7–8.***
- 3 Some centres may have 'integrated programmes' in which the delivery does not strictly follow the four units of the CIPD programme. This could, in future, discriminate against candidates on these programmes, as it is frequently difficult to determine not only where the summative assessment has been completed, but also where and whether the candidate has completed **all of the knowledge and operational indicators within the relevant CIPD unit**. The External Moderator will sign off a unit only where they are satisfied that the candidate has covered all indicators together with the summative assignment relating to the CIPD unit.
- 4 Where some candidates from a cohort require Unit Certification Only, the tutor must complete a separate SPF for these individuals and remove their names from the main cohort SPF. New SPF should be headed Unit Certification request. Both documents should be signed by the tutor and the Moderator. This will ensure that where Unit Certification only is required it will be clearly visible to those preparing certificates at CIPD.

All candidates who receive unit certification for one or more units must complete the remaining units of their certificate qualification within three years of achieving their

first unit, and maintain their CIPD membership in order to gain the full qualification and be eligible for Associate membership.

Internal assessment of project proposals

From 1 September 2007, all project proposals will be internally assessed by centres rather than externally assessed by External Moderators. Centres will use the existing project proposal assessment form (PPAF) and project proposal assessment criteria (PPAC) to assess project proposals. ***More detailed guidance for centres on assessing project proposals and completed projects is provided in Section 4.***

External Moderators will review the assessment of project proposals when moderating work-based/-related projects. Moderation of projects will be undertaken at the final moderation visit at the centre. A moderation of assessment form (MAS3) has been developed to capture moderator feedback on the assessment of the project proposal as well the completed project. ***A copy of this form can be found in Section 10.***

Online submission of candidates' work for external moderation

Centres are now permitted to use email to submit samples of candidates' work for external moderation as an alternative to submitting hard-copy samples. Online submission has a number of advantages for both centres and moderators:

- speed
- it enables moderators to store documents electronically (with appropriate backup) rather than taking up space at home
- there is less possibility of documents becoming delayed or lost in the post
- it avoids the need for photocopying to ensure a copy is held by the centre as well as the External Moderator
- it can save on postage and photocopying costs.

Centres website

The Professional Standards Conference website has been redeveloped as the centres website to provide tutors with all the information they need to deliver CIPD programmes. The current website address is: www.cipd.co.uk/centres. The site has the following information for certificate tutors:

- *Centre Handbook for Certificate Qualifications* (to be revised to reflect assessment and moderation changes)
- Professional Standards
- National Assignment Bank (updated to include CERLAP assignments)
- updated reading list
- links to CIPD resources
- templates for marketing flyers for centres to use
- information on student inductions to the CIPD
- Moderation Handbook.

Flowchart of assessment and moderation process

Action by:

Candidate

Centre

Moderator

First moderation visit

- Visit centre at start of programme and complete first visit checklist (FVC) and key contact details (KCD) form

- Complete student progress form (SPF) and send to moderator within six weeks of starting programme

- Complete First Visit Report (FVR) and update Centre Contact Sheet (CCS)
- Copy FVR, FVC and SPF to Regional Moderator
- Copy FVR, KCD and SPF form to CIPD QA
- Retain copy of all documents for own records

Project proposal

- Complete project proposal within first quarter of programme and submit two copies to tutor

- Assess project proposals against project proposal assessment criteria (PPAC)
- Complete a project proposal assessment form (PPAF) for each project proposal assessed and internally verify
- Update SPF
- Give candidates a copy of their project proposal and associated PPAF, and retain copies of all documents for moderation

- When project proposal is 'Satisfactory', begin project research and reading

First written assignment

- Complete first written assignment and submit two copies to tutor

- Assess assignments against generic assessment criteria (GAC), and internally verify
- Complete SPF and forward one copy of SPF and internal verification (IV) records to moderator
- Give candidates a copy of their assignment and associated tutor feedback, and retain copies of all documentation for moderation

- Send one copy of each selected assignment, together with associated tutor feedback, to moderator

- Select sample for moderation using SPF, IV records and sampling model

- Moderate assignments and complete moderation of assessment – written (MAS1) form for each assignment moderated
- Annotate SPF and complete cohort report form – moderation (CRFM)
- Send copies of annotated SPF and CRFM to centre and Regional Moderator
- Retain copy of assignments, assignment brief and MAS1 forms for standardisation, and update centre contact sheet (CCS)

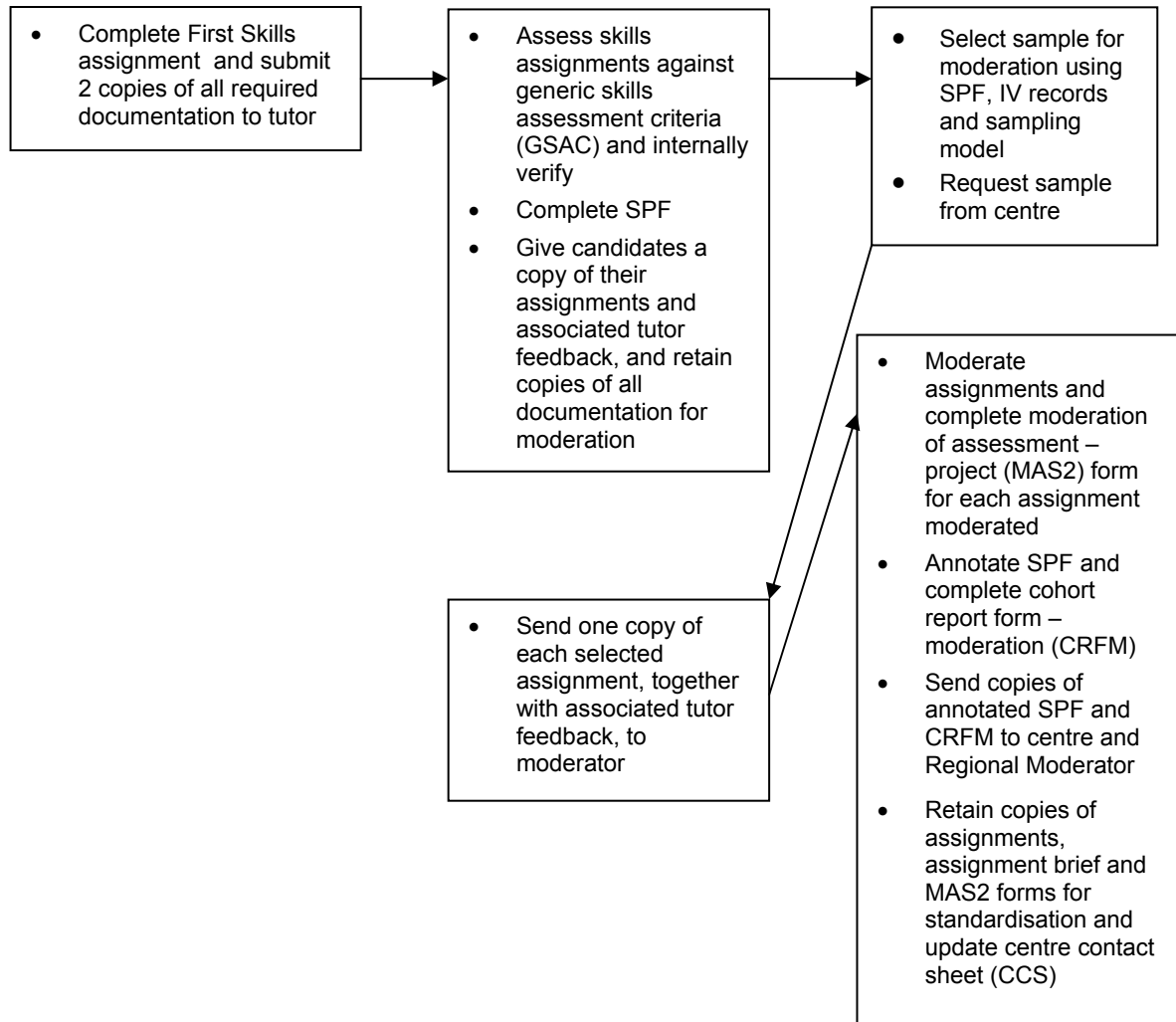
Action by:

Candidate

Centre

Moderator

First skills assignment



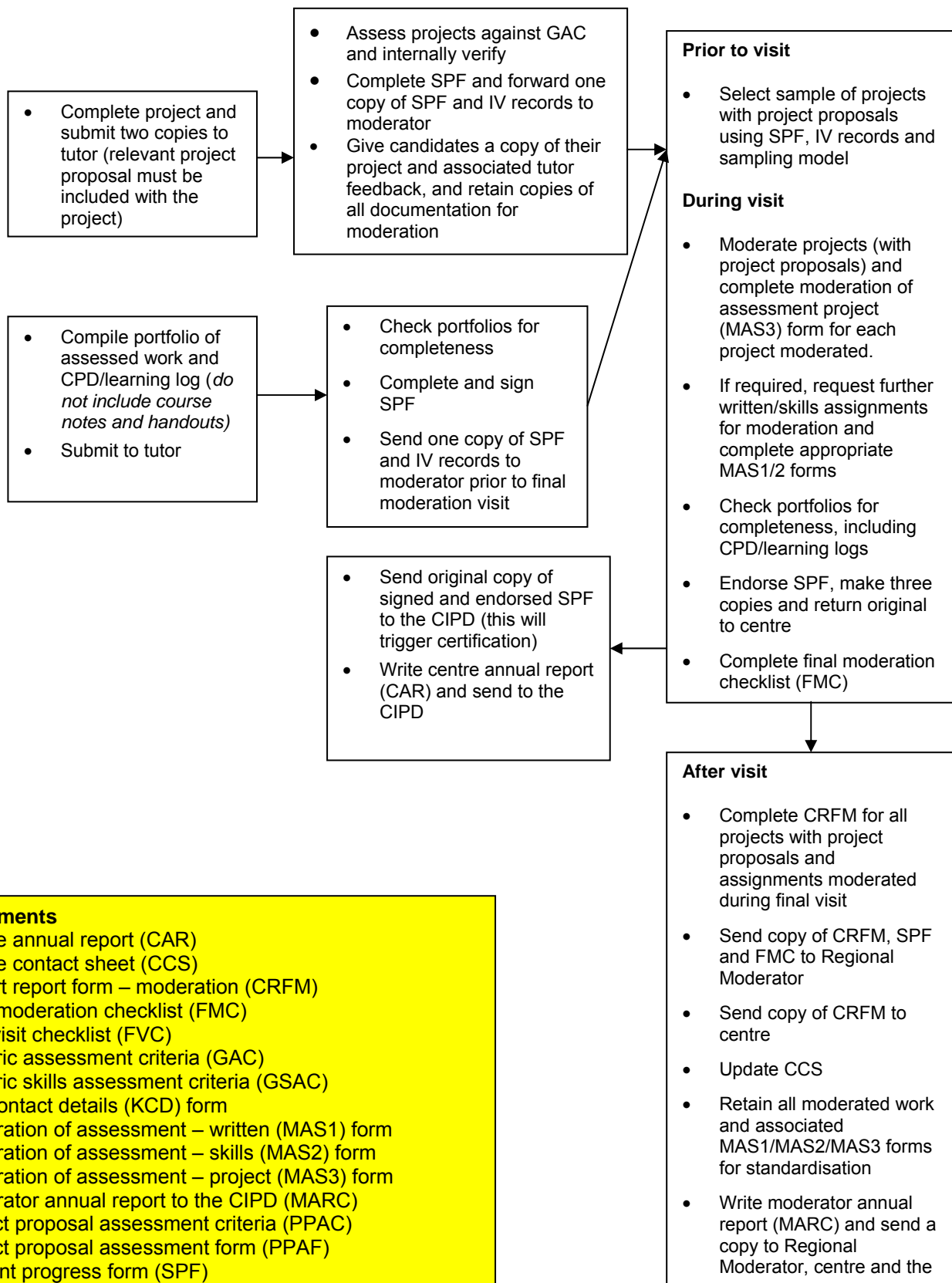
Action by:

Candidate

Centre

Moderator

Final moderation visit



Documents

Centre annual report (CAR)
 Centre contact sheet (CCS)
 Cohort report form – moderation (CRFM)
 Final moderation checklist (FMC)
 First visit checklist (FVC)
 Generic assessment criteria (GAC)
 Generic skills assessment criteria (GSAC)
 Key contact details (KCD) form
 Moderation of assessment – written (MAS1) form
 Moderation of assessment – skills (MAS2) form
 Moderation of assessment – project (MAS3) form
 Moderator annual report to the CIPD (MARC)
 Project proposal assessment criteria (PPAC)
 Project proposal assessment form (PPAF)
 Student progress form (SPF)

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4.1 Introduction

It is a requirement of all CIPD level 3 Certificate programmes that candidates must successfully complete a work-based/related project. Only on completion of this component will full certification and membership apply. The project has two components:

- a project proposal, which sets out the aims, objectives, methodology and work plan for the project
- a project report, written in the style of a management report, which builds on the project proposal and includes project findings, conclusions and recommendations.

The project report must be 3,000–3,500 words. Appendices are permitted but must not be included within the word count. The report should include a bibliography and references that detail the websites, company documentation, and so on, used to inform the project.

The topic for the project must be work-based/related and be relevant to the content of the qualification. Ideally, the project will add value to the candidate's organisation – either at present or in the future.

Centres are strongly advised to hold project workshops early in the programme. This will provide candidates with the skills necessary to complete a satisfactory project proposal and report. It will also improve candidates' confidence, increase their learning and development while on the programme, and enable them to complete other assessment activities more successfully.

From 1 September 2007, all project proposals will be internally assessed by centres, rather than be externally assessed by External Moderators. It is recommended that tutors assess project proposals within the first quarter to third of the programme to ensure that candidates have sufficient time to complete the project. This is particularly important for candidates who are returning to formal learning after a considerable period and may require more support and time to collect and analyse information and write up their project reports.

Assessment of the completed project should take place towards the end of the course. This will ensure that candidates will be able to use what they have learned during the programme to develop their project.

The project proposal assessment criteria (PPAC) and the project proposal assessment form (PPAF) should be used to assess project proposals. These documents can be found on pp24–26. The Generic Assessment Criteria (GAC) should be used to assess the project report (see pp30–31). It is recommended that candidates be given copies of these documents so that they can ensure their projects meet the CIPD's assessment requirements.

Both the project proposal and the project report are moderated by the External Moderator at the final moderation visit to the centre. ***Further details on moderation requirements for projects can be found in Section 10.***

4.2 Assessing project proposals

The purpose of the project proposal is to:

- determine the suitability of the topic chosen in relation to:
 - scope and level of the certificate programme
 - context in which it will be undertaken

- check the practicality of the project in respect of:
 - time
 - support
 - resources
 - potential difficulties and constraints

- ensure the validity and reliability of the project in relation to:
 - methods used to gather data
 - sources of data used.

Tutors must assess project proposals using the project proposal assessment criteria (PPAC) and the project proposal assessment form (PPAF). The criteria contain seven elements relating to the quality of the project proposal. For each element, the tutor must assess whether a candidate has met the requirement, '**Satisfactory**' (**S**), or has not met the requirement, '**Not Yet Satisfactory**' (**NYS**). In addition, the tutor must use the PPAF to provide the candidate with appropriate feedback relating to each of the seven elements. The feedback should be addressed to the candidate, clearly communicating where they have not met the criteria, and be written in a style that is supportive and constructive.

Please note: Each element of the assessment criteria must be graded as 'Satisfactory' before the candidate is permitted to progress with the project. Providing a pro forma identifying the requirements of these seven elements for the candidate will ensure that they do not miss any of the required information.

The following takes each of the elements from the PPAC and provides guidance to tutors on what they should be looking for when assessing candidates' project proposals.

Element 1: Reasons for considering the topic/area

This section should outline the context for the project.

Element 2: Clearly stated aims and objectives

The aim should state the overarching desired outcome of the project, for example 'to investigate the recruitment and selection process in use within the organisation and to make recommendations for improvement'.

The objectives should specify the main tasks necessary to achieve the aim, for example:

- to collect data on recent selection activities
- to examine consistency of approach by all managers
- to research different approaches to recruitment and selection
- to recommend revised procedures for the organisation.

Element 3: Benefits to the organisation

The benefits must relate directly to the achievement of the project aim. In the example listed above, these could include cost and time savings resulting from possible lower labour turnover and less frequent recruitment activities, and the ability to ensure that all activities are within legal constraints. There will be added value to the company if the labour turnover can be reduced and all candidates are seen to be treated fairly and correctly.

Element 4(a): What information will be required and how will it be obtained?

The candidate should consider what information they will need to collect in order to carry out the objectives and achieve the overall aim. In the example given it might be:

- existing recruitment statistics and procedures – interview personnel manager
- alternative selection methods – read books (list them)
- legal requirements – read books and search Internet (list them)
- current employee impressions – interview new recruits
- new staff inductions – review induction pack and interview trainer
- how competitors recruit and select – questionnaire to companies and examples from the CIPD library records.

Element 4(b): Rationale for chosen methods

For example:

- interviews with planned questions can bring quicker and more accurate information
- textbooks and the Internet will provide up-to-date systems and requirements
- interviews with new recruits will identify the impressions given by current recruitment and selection systems
- examining induction documentation and programmes and talking to the trainer will identify how the company makes people feel welcome
- if time allows, a questionnaire to other companies about their recruitment methods would help recommendations.

Information such as that outlined above will ensure that both primary and secondary research is used, while not being so detailed as to raise the standard above the requirements for a level 3 qualification.

Element 5: Resources required

The candidate should consider all the resources needed to carry out the project. In this example, financial costs could be incurred in sending out questionnaires as well as candidate time away from work to complete the research. Computer/Internet access and library use will all be required, as along with time to examine existing procedures and talk to people.

Element 6: What problems and issues can you anticipate arising? How will you overcome them?

These are problems and issues that may be encountered while the candidate is completing the project, *not problems with implementing any new processes that arise from completion of the project, which are outside the scope of the assessment.* An example of a problem could be that managers may be on holiday or unavailable when project interviews need to take place.

Each problem should be identified and thought through, and a strategy suggested to overcome the problem. In this case, early checks could be made on managers' availability and changes made to the interview schedule.

Element 7: Time-scaled plan

This should list all the tasks to be carried out and allocate a time-frame for their completion. It must be realistic and fairly detailed and not exceed the submission date for the completed project! A Gantt chart may be used – candidates must allow for problems arising.

Candidate resubmissions

We recognise that many candidates who undertake CIPD certificate programmes have not been in a formal learning situation for a long period. If the project proposal is 'Not Yet Satisfactory' at first submission, the candidate can resubmit following feedback from the tutor. Resubmissions may interfere with, and possibly have an adverse effect on, their learning and achievement throughout the rest of the programme, and so they need to be completed quickly to achieve 'Satisfactory'. In some situations it may be in the candidate's interest to concentrate on the learning and assessment of other elements of the programme and then return to the project proposal.

Where it's necessary for a candidate to make a substantial change to their project, for example following a job change, it is not necessary for a new project proposal to be formally assessed if the original has been assessed as 'Satisfactory'. However, the candidate must complete a new project proposal, which must be approved by the tutor. The candidate must then include the new proposal with their completed project together with a brief note of explanation.

Recording project proposal assessment decisions

Tutors must enter 'S' or 'NYS' on the student progress form (SPF). Where the first submission has not met PPAC and a further successful submission has been made, the entry on the SPF should read 'NYS/S'.

Flowchart of process for assessing project proposals

Action by:

Candidate

Centre

- Complete project proposal within first quarter of programme
- Submit two copies to tutor

- Assess project proposals against project proposal assessment criteria (PPAC)
 - Complete a project proposal assessment form (PPAF) for each project proposal assessed, and internally verify
 - Update SPF
 - Give candidates a copy of their project proposal and associated PPAF, and retain copies of all documents for moderation
- Note: When project proposal is judged 'Not Yet Satisfactory', the candidate must resubmit until 'Satisfactory' is obtained*

- When project proposal is 'satisfactory', begin project research and reading with view to completing project on specific date

Documents

Project proposal assessment criteria (PPAC)
Project proposal assessment form (PPAF)
Student progress form (SPF)

PROJECT PROPOSAL ASSESSMENT CRITERIA

PPAC (2 pages)

<i>Element</i>	Satisfactory	Not yet satisfactory
1 What are your reasons for considering this topic/area?	Reasons for undertaking the topic are clearly stated, with some justification.	Reasons for undertaking the project are not stated, unclear or irrelevant.
2 What are the aims and objectives of the proposed project?	Aims and objectives are relevant and clearly stated. Clear expression of desired outcomes.	Aims and objectives are not stated, unclear or irrelevant. Lack of clarity over desired outcomes of the project.
3 What are the benefits to the organisation? How will it add value?	Benefits/way(s) in which it adds value are clearly outlined.	Benefits/way(s) in which it will add value are not stated or are unclear.
4 What information will you require, and how will you obtain this? <i>For example, interviews, questionnaires, visits, benchmarking, literature searches, desk research</i> Why have you chosen these methods?	Clear identification of information required, how this will be obtained and justification for methods chosen. At least one appropriate primary research method and one secondary method proposed.	Unclear identification of information required, insufficient or inappropriate details of how this will be obtained. No justification of methods chosen.

<p>5 What resources will you require? <i>For example financial, time, equipment, data access</i></p>	<p>Clear identification of resources required, <i>for example, financial, time, equipment, data access issues.</i></p>	<p>No evidence of awareness of financial, time, equipment or data access issues.</p>
<p>6 What problems/issues can you anticipate arising? How will you overcome these problems?</p>	<p>Clear identification of problems/issues that might arise. How these might be overcome.</p>	<p>Unclear about or no awareness of problems/issues that might arise, or ways of overcoming them not addressed.</p>
<p>7 Include a time-scaled plan for the project.</p>	<p>Realistic time-scaled plan attached.</p>	<p>No time-scaled plan, or unrealistic/inadequate plan attached</p>

Note: Candidates are required to sign and date the following statement at the end of their project proposal:

'I declare that this proposal is my own work.'

PROJECT PROPOSAL ASSESSMENT FORM

PPAF (2 pages)

Name of candidate

1st or 2nd submission

Name of centre

Name of assessor

Cohort no.
Programme

<i>Element</i>	Satisfactory	Not yet satisfactory
1 What are your reasons for considering this topic/area?		
2 What are the aims and objectives of the proposed project?		
3 What are the benefits to the organisation? How will it add value?		
4 What information will you require, and how will you obtain this? <i>For example, interviews, questionnaires, visits, benchmarking, literature searches, desk research</i> Why have you chosen these methods?		

4.3 Assessing project reports

The project report must be assessed using the generic assessment criteria (GAC). The GAC contain five criteria that have to be met. Candidates must be assessed as a 'Refer', 'Pass', 'Merit' or 'Distinction' against each criterion. Candidates must achieve at least a 'Pass' in each of the five criteria to successfully complete the CIPD's project requirements. **Failure in any one of the criteria will result in an overall 'Refer' and candidates will need to resubmit. If a candidate successfully resubmits, the maximum grade they can achieve is a 'Pass'.** If the deadline for resubmitting the project report is exceeded or the project remains 'Refer', the candidate must re-register and submit a project with the next cohort of students.

While it is imperative that tutors provide candidates with sufficient support, the level of support should be equitable and fair. A tutor may review with the candidate the initial outline and subsequently one of the sections of the project before formal submission of the whole project. Once the completed project has been handed in, it must be formally assessed. Formative assessment of the completed project report is not permitted.

Guidance on using the GAC to assess project reports

Criterion 1: Identification of and approach to the problem or task with clearly defined objectives

The candidate is required to identify the problem/issue and place it in the context of their chosen organisation by explaining the nature of the organisation and why the problem/issue is present. This information should be an extension of Element 1 of the project proposal assessment criteria (PPAC) and will probably form the introduction to the project. The aims and objectives of the project (Element 2 of the project proposal) should also be included. Ideally, the candidate will acknowledge that if they are proposing change, then it may cause difficulties for the organisation. However, suggestions for overcoming those problems should be included in the conclusions and recommendations sections (Criteria 4 and 5).

Within the project proposal, the candidate should have identified how their research will be carried out and should justify their reasons. The project requires a section in which the methods are described and justified, and the resources needed identified. As with all academic projects there is a requirement for some primary investigation (interviews, questionnaires, focus groups and so on) as well as secondary research gained from reviewing existing systems/procedures, documents, the Internet and reading.

Criterion 2: Sources of reference and underpinning data

The candidate should show evidence of some reading of appropriate literature as well as demonstrating knowledge of best practice in the subject area of their project. These sources should inform and support the candidate's own research when dealing with the problem/issue.

Criterion 3: Information collection and analysis

The candidate should outline the results of both the primary and secondary research. These results should be analysed, not just described. The candidate should examine how the data will inform and help resolve the problem/issue. The candidate must concentrate on the problem outlined and not be drawn into trying to solve additional issues.

Criterion 4: Conclusions or final outcome

The conclusions should be developed logically and must be seen to come from the research and analysis. Other issues should not be introduced at this stage. All of the initial key issues should be addressed, and any problems/difficulties arising from these conclusions should be identified here.

Criterion 5: Recommendations

The recommendations should be positive and clear, and follow on from the research. The recommendations should be capable of being implemented and should have the potential to deliver added business value (those outlined in Element 3 of the Project Proposal). Recommendations should take account of financial implications for example, costs, time, resources and so on.

In the course of the project the candidate should have demonstrated that they understand the bigger picture. Full appreciation of the organisational context of the topic itself, as well as the implications for the organisation of the recommendations/conclusions, should have been identified.

Determining the overall grade for the project

The final grade for the project is based on the grades that the candidate has achieved against each of the five criteria of the GAC.

For each criterion, Pass = 1, Merit = 2, Distinction = 3.

These marks are then added together to determine the overall grade:

5–7 = Pass
8–12 = Merit
13–15 = Distinction

For example, a candidate who has achieved the following grades against the GAC for their project will be awarded a Distinction:

Criteria 1: Merit (2)
Criteria 2: Merit (2)
Criteria 3: Distinction (3)
Criteria 4: Distinction (3)
Criteria 5: Distinction (3)

3 x Distinction (9) + 2 x Merit (4) = Distinction (13)

The overall grade for the project must be entered on the SPF under the heading 'Final Project Result'.

GENERIC ASSESSMENT CRITERIA (GAC)

to be used for *written assignments and work-based/-related project*

(Revised May 2008)

CRITERIA	REFER = 0	PASS = 1	MERIT = 2	DISTINCTION = 3
1. Identification of and approach to the problem or task with clearly defined objectives.	Does not grasp or address the problem or task. No clear objective and limited exploration of possible approaches to the problem or task.	Broadly addresses the problem or task but lacks some clarity or shows limited consideration of contextual issues. Some justification of the methods of investigation.	Clearly addresses the problem or task and demonstrates ability to understand contextual issues and the implications of change. Clear objectives. Considered justification of investigation methods.	Very clearly identifies and discusses the problem or task. Demonstrates comprehensive awareness of contextual issues and understands the possible difficulties of change. Comprehensive justification of investigation methods.
2. Sources of reference and underpinning data.	Very little evidence of reference to relevant literature or current practice.	Some use of relevant literature or current practice applied to the problem or task.	Clear and adequate use of relevant literature and current practice underpin the approach taken in dealing with the problem or task. Literature references included in a Bibliography.	Comprehensive use of up-to-date and relevant literature and current practice in dealing with the problem or task. All stages of the work underpinned by reference to relevant sources. Bibliography extensive.
3. Information collection and analysis.	Inadequate collection and analysis of information. Descriptive rather than analytical.	Adequate information collected and some analysis and application to the problem or task.	Competent collection of information that is analysed and used in problem identification and resolution.	Comprehensive collection of information that is analysed and clearly applied to resolution of the problem or task.
4. Conclusions or final outcome.	Conclusions or final outcome unrelated to information collected. Contains a number of unsupported observations or actions.	Conclusions or final outcome broadly follows from the information collected and are reasonably logical.	Conclusions or final outcome developed logically from the information obtained. Addresses most of the key issues.	Conclusions or final outcomes are developed logically and show full appreciation of the information collected. Detailed conclusions or outcome clearly supported by analysis. All of the key issues are addressed and potential barriers/difficulties identified.
5. Recommendations.	Recommendations do not follow from the facts. No exploration of feasibility and ease of implementation. Fails to reach informed recommendations.	Recommendations are broadly logical and practical but some work required for effective implementation.	Recommendations are appropriate and capable of implementation. Some consideration of financial implications, for example finance, time, resources.	Practical and logically developed recommendations that consider implications of implementation, for example finance, time, resources.

REFER	PASS = 5–7	MERIT = 8–12	DINSTINCTION = 13–15
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5.1 Assessing written assignments

Candidates are required to complete two written assignments. Each assignment should have a word count of between 1,500 and 2,000 words.

Centres are advised to select an appropriate written assignment brief unaltered from the 2009/10 issue of the National Assignment Bank at www.cipd.co.uk/centres. Alternatively they can write their own assignment briefs using the attached written assignments checklist and suggested template for written assignment briefs. **Any assignment brief that has not been taken directly from the National Assignment Bank must be approved by the CIPD. This includes assignments from the bank that have been altered by the tutor.** As a norm this year assignment briefs will be approved through the National Assignment Bank Panel and any subsequent changes approved by the Chief or Regional Moderator. Approval will be confirmed by the External Moderator during their first visit to the centre (see Section 7 for more details).

Written assignments must be assessed using the generic assessment criteria (GAC). **A copy of the GAC can be found in Section 4**, as the same criteria are also used to assess the work-based/-related project.

We recommend that tutors use a tutor feedback sheet to provide candidates with feedback against each of the five assessment criteria. This will help candidates to identify what they have achieved and where they need to develop.

The GAC contain five criteria that have to be met. Candidates must be assessed as either a 'Refer', 'Pass', 'Merit' or 'Distinction' against each criterion. **Candidates must achieve at least a 'Pass' in each of the five criteria to successfully complete the CIPD's written assignment requirements. Failure in any one of the criteria will result in an overall 'Refer' and the candidate will need to resubmit.** Candidates will have one opportunity to resubmit. If they are successful, the maximum overall grade they can achieve for the written assignment is a Pass. Otherwise, the assignment remains a 'Refer' and the candidate must re-register for the unit with the next cohort of students.

While it is imperative that tutors provide candidates with sufficient support, the level of support should be equitable and fair. A tutor may review with the candidate the initial outline and then subsequently one section of the assignment before formal submission. Once the completed assignment has been handed in, it must be formally assessed. Formative assessment of the complete assignment is not permitted.

The final grade for the written assignment is based on the grades that the candidate has achieved against each of the five generic assessment criteria.

For each criterion, Pass = 1, Merit = 2, Distinction = 3.

These marks are then added together to determine the overall grade:

5–7 = Pass
8–12 = Merit
13–15 = Distinction

The grades for written assignments must be entered on the SPF under the relevant unit codes.

The first written assignment completed by the cohort will be moderated remotely. The second written assignment may be moderated during the External Moderator final visit to the centre, depending on the outcomes of the first written assignment moderation. **Section 8 contains a flowchart that outlines the role of the centre in the moderation process for the first written assignment.**

Written assignments checklist

Criteria to be met	Y/N?
<p>Does the assignment clearly specify:</p> <ul style="list-style-type: none"> - the unit to which it relates? - the purpose of the assessment, that is, the aims? - the operational and knowledge indicators to be assessed, that is, the objectives? (Note: Not all indicators within a unit may be relevant to the assignment.) 	
<p>Is the assignment based on a realistic work scenario?</p>	
<p>Is the assignment <i>valid</i>?</p> <ul style="list-style-type: none"> - Does the content of the scenario and task(s) closely match the operational and knowledge indicators to be assessed? - Does it enable candidates to produce work that can be assessed against each of the generic assessment criteria? 	
<p>Is the assignment <i>reliable</i>?</p> <ul style="list-style-type: none"> - Can the assessment requirements be interpreted consistently by different candidates and assessors? 	
<p>Is the assignment <i>fair</i>?</p> <ul style="list-style-type: none"> - Is it free from bias and stereotypes and is it written in plain, clear language appropriate to a level 3 qualification? - Does it allow all learners to achieve, regardless of their history or difference? 	
<p>Are there clear instructions to candidates regarding:</p> <ul style="list-style-type: none"> - the task(s) they are expected to undertake? - the documentation they should submit for assessment (including reference to the 1,500–2,000 word count)? - the submission date of candidate work for assessment? 	
<p>Does the assignment brief include the correct version of the generic assessment criteria (GAC)?</p>	
<p>Does the assignment brief include a reminder to candidates to develop their learning logs by:</p> <ul style="list-style-type: none"> - reflecting on what they have learned while preparing for and writing the assignment? - reviewing how what they have learned relates to the common elements of the CIPD certificate-level standards? - updating their learning logs accordingly? 	

Suggested template for written assignment briefs

Notes to tutors:

- Where words appear in *italics*, insert replacement text relevant to the assignment.
- The ‘development of common elements’ and ‘learning log’ may be included with the assignment brief, or a suitable alternative format.
- The generic assessment criteria (GAC) should also be attached.
- The sequence of headings can be varied.

1	Assignment title and unit reference	
2	Aim To provide evidence that you can demonstrate the knowledge and understanding necessary to: <i>Insert relevant operational indicator(s) from the CIPD Standards – full text and reference no.</i>	
3	Objectives In undertaking this assignment you will demonstrate that you understand the following knowledge indicators: <i>Insert relevant knowledge indicator(s) here from the CIPD Standards – full text and reference no.</i>	
4	Scenario This should preferably be the candidate’s own organisation. Suggested wording: <i>Your own organisation or one with which you are familiar. If you are not in employment or are unable to use your own organisation, discuss the following alternatives with your tutor: finding a host organisation, assisting a local charity, using the centre at which you are studying or using a case study.</i>	
5	Task <i>Briefly list the task(s) that the candidate will be required to undertake</i> Word count: 1,500–2,000	

6	<p>Assessment criteria Attach the generic assessment criteria (GAC)</p> <p>We recommend that the tutor feedback sheet contains the GAC, in order to help students identify what they have achieved and where they need to develop.</p>	
7	<p>Learning log and common elements To develop yourself as an effective candidate and competent practitioner, you are required to keep a learning log and show how you are meeting the CIPD Certificate Common Elements for Support-Level Standards.</p> <p>After finishing this assignment, complete and submit the attached pro forma with your assignment. You may also find it useful to update the pro forma after your assignment has been assessed and you have received feedback from your tutor.</p>	
8	<p>Date of assignment issue</p>	
9	<p>Date for assignment completion</p>	

5.2 Assessing skills assignments

Candidates are required to complete two skills assignments. Each assignment must comprise two components:

- skills assessment – assessment against operational indicators, which includes observation of individual candidate performance and assessment of documentation produced to support the skills task
- knowledge assessment – assessment against knowledge indicators. Candidate produces a knowledge statement of 500–1,000 words, reflecting on what they have learned through preparing for and undertaking the skills assignment, and how this could be used to inform their development.

Centres are advised to select an appropriate skills assignment brief unaltered from the 2009/10 issue of the National Assignment Bank at www.cipd.co.uk/centres. Alternatively they can write their own assignment briefs, using the attached skills assignments checklist and the suggested template of skills assignments briefs. **Any assignment brief that has not been taken directly from the National Assignment Bank must be approved by the CIPD. This includes assignments from the bank that have been altered by the tutor.** As a norm this year assignment briefs will be approved through the National Assignment Bank Panel and any subsequent changes approved by the Chief or Regional Moderator. Approval will be confirmed by the External Moderator during their first visit to the centre (see Section 7 for more details).

Skills assignments must be assessed using the following:

- National Assignment Bank or centre-devised, but approved, skills observation checklist (SOC)
- centre-devised knowledge assessment checklist (KAC)
- generic skills assessment criteria (GSAC) grade table.

A copy of the GSAC grade table and examples of SOC and KAC checklists are attached.

The SOC (containing the operational indicators), together with the supporting documents, should all be used when assessing candidate performance. Group tasks are permitted, but there must be an opportunity for each candidate to be assessed individually against the same criteria. The SOC should set out the skills relevant to the operational indicators being assessed, with space alongside for assessor comments. The checklist should be completed by the assessor during observation of the skills demonstration and a copy given to candidates before they complete the knowledge statement. Candidates should complete their knowledge statements within two weeks of receiving feedback from their skills observation.

The KAC should be used to assess each candidate's knowledge statement against the relevant knowledge indicators.

The GSAC grade table contains the grade descriptors to be used when assessing the skills and knowledge assessments. It also includes details of the method for obtaining the overall grade for the assignment.

The following pages include two flowcharts that highlight the actions to be taken by candidates and centres for the skills assignment, and the different assessment stages. The section below provides more detail on assessment requirements.

Stage 1

Candidate performance in the skills observation, together with supporting documentation, is assessed using the SOC and relevant operational indicators. A grade is awarded (**Pass, Merit, Distinction** or **Refer**) using the skills grade descriptors contained in the GSAC grade table. At this stage the assessor should not indicate a grade to the candidate.

Stage 2

Candidate achievement against the knowledge indicators is assessed using the candidate's knowledge statement. Supporting documents produced by the candidate for the skills assessment should also help in assessing candidates against the knowledge indicators, as well as the tutor's notes on the SOC. These are assessed together as **Pass, Merit, Distinction** or **Refer** against the knowledge grade descriptors on the GSAC grade table.

The overall grade for the assignment (**Pass, Merit, Distinction** or **Refer**) is calculated using the GSAC grade table, which double-weights the assessment of the operational indicators. Candidates must achieve at least a **Pass** grade in both stages of the assignment to pass the assignment overall. If a candidate receives a '**Refer**' at either stage, one further submission of that part is permitted. However, the maximum grade that can be achieved both for the resubmission and overall for the assignment is a '**Pass**'.

Summary of assessment process

Standards being assessed...	using...	...leading to the assessment outcomes
Operational indicators	Tutor's completed SOC AND candidate's supporting documentation for the assignment*	Double-weighted for the assignment Referenced to the grade descriptors – Pass, Merit, Distinction (or Refer)
Knowledge indicators	Candidate's knowledge statement AND candidate's supporting documentation for the assignment* AND other sources of knowledge evidence demonstrated in the skills activity	Referenced to the grade descriptors – Pass, Merit, Distinction (or Refer)

* These are the candidate documents required by the assignment brief and produced by candidates as part of the assignment, for example, a job description, interview plan or training session plan.

The overall grade for the skills assignment must be recorded on the SPF under the relevant unit code.

The first skills assignment completed by the cohort will be moderated remotely. The second skills assignment may be moderated during the External Moderator's final visit to the centre, depending on the outcomes of the first skills assignment moderation. Further details on the moderation requirements for skills assignments can be found in Section 9.

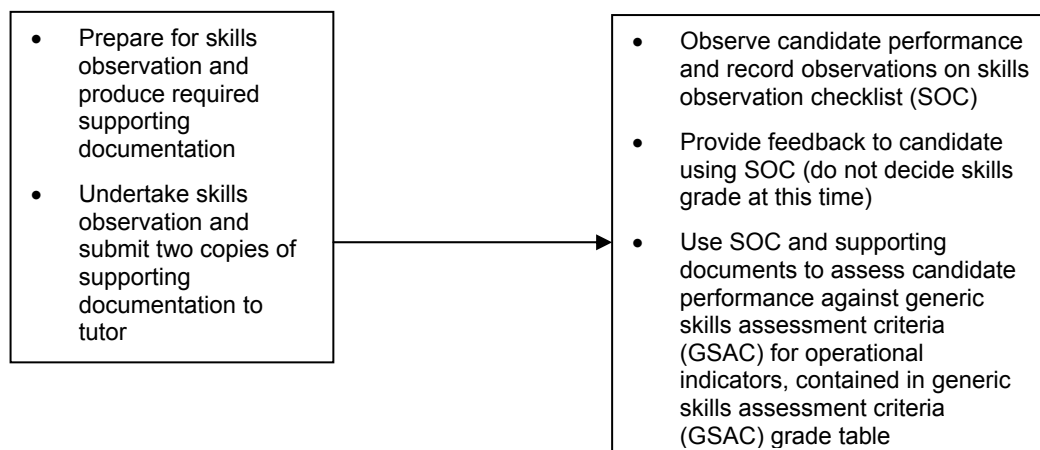
Flowchart of process for assessing skills assignments

Action by:

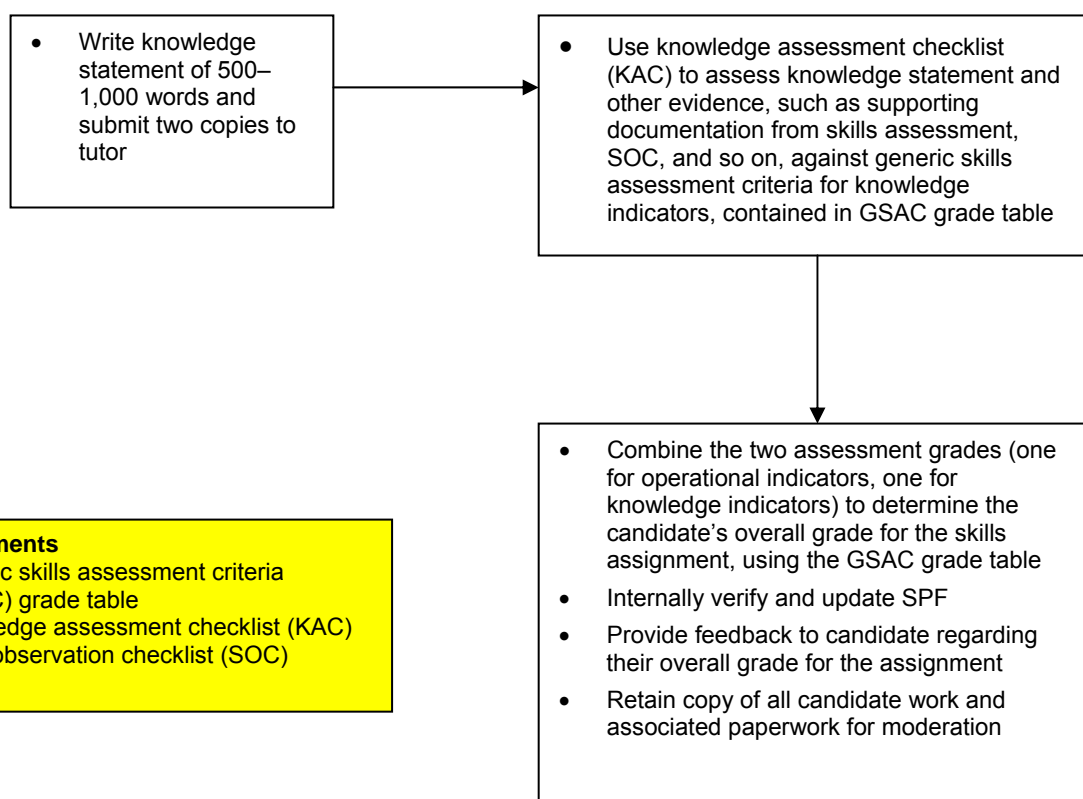
Candidate

Centre

Stage 1: Candidate demonstrates competence against operational indicators



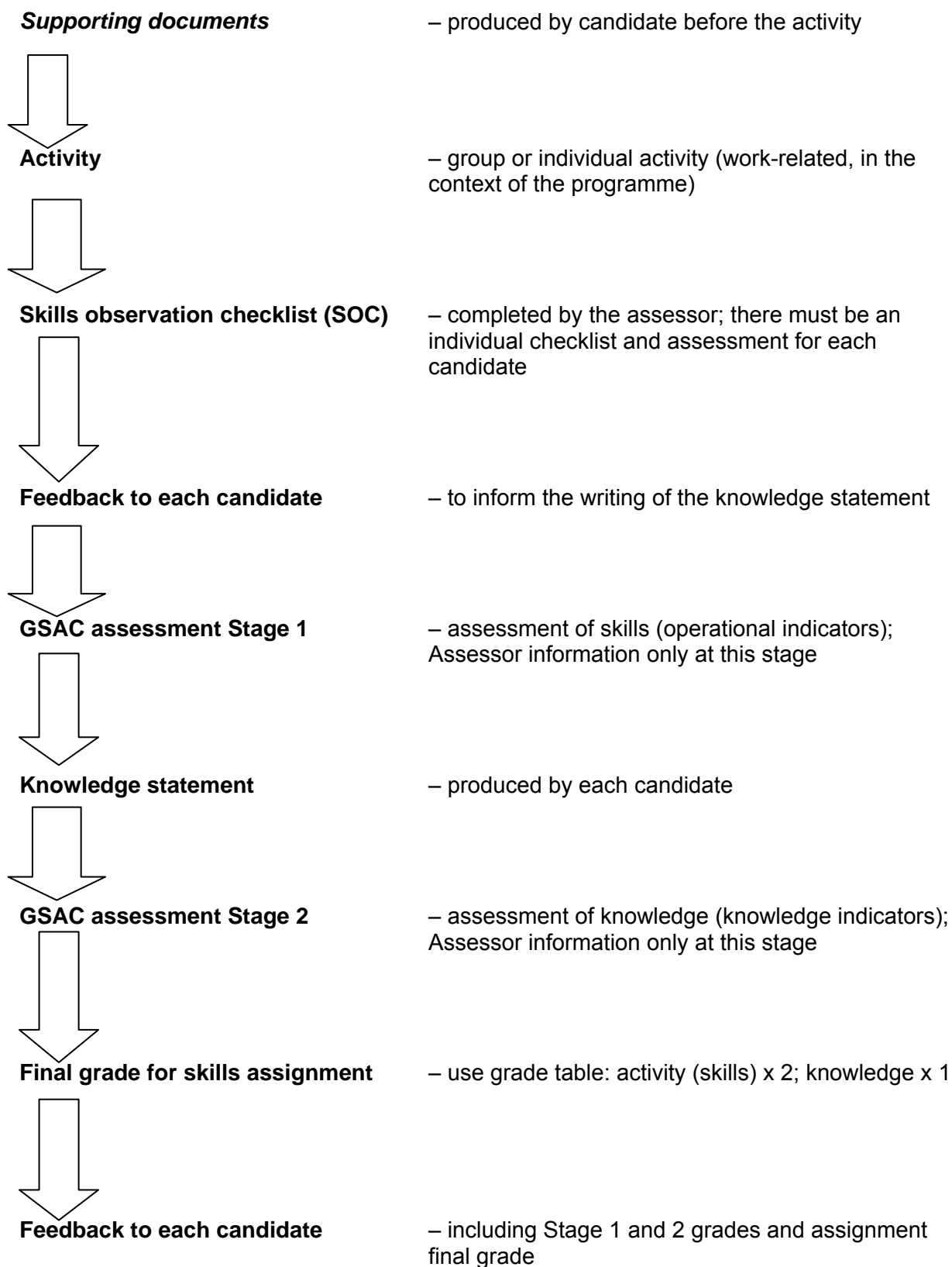
Stage 2: Candidate demonstrates their ability to understand and apply knowledge indicators by reviewing their demonstration of the operational indicators in a reflective process



Documents

Generic skills assessment criteria (GSAC) grade table
Knowledge assessment checklist (KAC)
Skills observation checklist (SOC)

Skills assignment – work/activity flow summary



(Note: The External Moderator must see/review all the documents when moderating.)

Skills assignments checklist

Criteria to be met	Y/N?
<p>Does the assignment clearly specify:</p> <ul style="list-style-type: none"> - the unit to which it relates? - the purpose of the assessment, that is, the aims? - the operational and knowledge indicators to be assessed, that is, the objectives? (Note: not all indicators within a unit may be relevant to the assignment.) 	
<p>Does the assignment contain two stages?</p> <ul style="list-style-type: none"> - realistic work scenario with associated skills-related tasks - knowledge statement 	
<p>Is the assignment <i>valid</i>?</p> <ul style="list-style-type: none"> - Does the content of the scenario, tasks and knowledge statement closely match the operational and knowledge indicators to be assessed? - Does it enable candidates to produce work that can be assessed against each of the generic skills assessment criteria? 	
<p>Is the assignment <i>reliable</i>?</p> <ul style="list-style-type: none"> - Can the assignment requirements be interpreted consistently by different candidates and assessors? 	
<p>Is the assignment <i>fair</i>?</p> <ul style="list-style-type: none"> - Is it free from bias and stereotypes and is it written in plain, clear language appropriate to a level 3 qualification? - Does it allow all learners to achieve, regardless of their history or difference? 	
<p>Does the work scenario:</p> <ul style="list-style-type: none"> - include a skills observation of each candidate by an assessor? - enable each candidate to be assessed against the same criteria, even when taking part in a group activity such as interviewing? - specify any documentation or pre-assessment activity that candidates will need to prepare prior to the skills observation? 	
<p>Does the guidance to candidates regarding the knowledge statement highlight that candidates must:</p> <ul style="list-style-type: none"> - describe the knowledge they used when performing their skills activity and producing supporting documentation? - describe what new knowledge they gained by carrying out the skills demonstration? - identify how they could use feedback they received from their tutor and other students to develop their own knowledge? 	

<ul style="list-style-type: none"> - assess their own performance and supporting documentation and identify any future improvements? - identify how they could use the assignment to inform practice at work? - remind students that they should include the knowledge statement within their learning log? 	
<p>Are there clear instructions to candidates regarding:</p> <ul style="list-style-type: none"> - the documentation they should submit for assessment (including 500–1,000 word count for knowledge statement)? - the submission date of candidate work for assessment? 	
<p>Do the assessment tools include:</p> <ul style="list-style-type: none"> - a skills observation checklist (SOC) to be used by the assessor when observing candidates' performance? - a knowledge assessment checklist (KAC) to be used by the assessor when assessing the candidate's knowledge? - a generic skills assessment criteria (GSAC) grade table? 	
<p>Comments</p>	

Suggested template for skills assignment briefs

Notes for tutors

- Where words appear in *italics*, insert replacement text relevant to the assignment.
- The generic skills assessment criteria (GSAC) grade table should be attached to the brief for the candidates.
- The sequence of headings may be varied.

1	Assignment title and unit reference
2	Aim <i>For example, to demonstrate the ability to run a short training session. Title should normally relate to the operational indicators.</i>
3	Objectives In preparing and undertaking the assignment you will demonstrate: <ul style="list-style-type: none"> - the skills and knowledge to be able to: <i>Insert operational indicator(s) from the CIPD Standards – full text and reference no.</i> - your awareness of underpinning knowledge related to the skill: <i>Insert knowledge indicator(s) from the CIPD Standards – full text and reference no.</i>
4	Scenario and tasks a) The work context of the assignment <i>For example, within your own organisation or one with which you are familiar; or the organisation setting described in the attached case study.</i> b) List the task(s) the candidate will undertake in the assignment <i>For example, prepare a session plan for a 20-minute training session, showing activities, learning aids and learning outcomes for each part of the session. Where appropriate, include basic visual aids and a handout for the learners. Include a short assessment exercise. Where the assignment is undertaken as a group, individual assessment will be undertaken for each candidate at all stages.</i>
5	Assessment criteria Attach the generic skills assessment criteria (GSAC) grade table. <i>You may choose to include a copy of the activity flow summary or some additional explanation of the two-stage assessment process.</i>

6	<p>What to hand in for assessment</p> <p>a) While preparing and undertaking this assignment you will create some working documents. All these should be handed in for assessment.</p> <p><i>Insert list of documents for the assignment. In the case of a group assignment, explain the requirements for individual documents from each candidate.</i></p> <p>b) Knowledge statement – see 7 below.</p>
7	<p>Knowledge statement (500–1,000 words)</p> <ul style="list-style-type: none"> • After you have demonstrated the assignment skills and handed in your supporting documents, you will receive your tutor’s feedback comments on a skills observation checklist (SOC). • Write a short statement to demonstrate your understanding of the underpinning knowledge related to the assignment, and points you have noted for improvement. Use your own reflections and experience, and the feedback comments from your tutor and other members of your group. This statement can also become part of your learning log entry for this assignment. • Whatever format you use, your knowledge statement should include your consideration of these points: <ul style="list-style-type: none"> - What knowledge did you use in producing the supporting documents and in your skill demonstration? - What new knowledge have you gained by carrying out the skill demonstration? - How could you use the feedback you have received (from your assessor, from other candidates) to develop your own knowledge? - How do you rate your own performance and your documents? What useful future improvements can you identify? - How can this assignment help you at work? • Brief bullet points will be fine, and please keep what you write within the 500–1,000 word count.
8	<p>Date of assignment issue</p>
9	<p>Date for assignment completion</p>

EXAMPLE OF SKILLS OBSERVATION CHECKLIST (SOC)

Candidate's name:

<p>Operational indicators – Practitioners must be able to:</p> <ol style="list-style-type: none"> 1. contribute to the recruitment process by playing a part in: job analysis interviews; writing job descriptions and person specifications; writing copy for recruitment advertisements; submitting appropriate media for advertisement 2. contribute to the selection process by playing a part in: shortlisting; selection interviewing; the decision-making process. 	
<p>Skills required</p>	<p>Assessor feedback – to be completed by the assessor with notes to support the grade decision</p>
<p>Analyse applications to identify match to selection criteria, and for 'gaps and anomalies'.</p>	
<p>Plan interview:</p> <ul style="list-style-type: none"> • questions • roles • structure. 	
<p>Prepare suitable environment.</p>	
<p>Open interview appropriately:</p> <ul style="list-style-type: none"> • introductions • outline of interview. 	
<p>Establish rapport and put candidate at ease.</p>	
<p>Use appropriate questioning techniques:</p> <ul style="list-style-type: none"> • open questions • clarifying. 	
<p>Control interview without dominating.</p>	
<p>Communicate (listening and speaking) effectively with candidate, using appropriate body language.</p>	
<p>Invite, and deal with, candidate questions.</p>	
<p>Close interview.</p>	
<p>Liaise effectively with other members of panel (if relevant).</p>	
<p>Conduct interview within legal requirements.</p>	
<p>Maintain clear notes and justification for decision.</p>	

Assessor's signature and date

EXAMPLE OF KNOWLEDGE ASSESSMENT CHECKLIST (KAC)

Candidate's name:

<p>Knowledge indicators – Practitioners must understand and be able to explain:</p> <ol style="list-style-type: none"> 1. the key stages of recruitment and selection, and the use of appropriate media and selection processes in differing circumstances 2. the basic legislation underpinning the recruitment and selection process; and the impact that equal opportunities legislation has on the process, and on organisational policy and practice.

Sources used for knowledge assessment:

- ◆ knowledge statement from candidate
- ◆ supporting documents from candidate
- ◆ notes made on skills observation checklist (SOC).

Elements for overall knowledge assessment	Assessor notes – to be completed by the assessor with notes to support the grade decision. DO NOT GRADE EACH ELEMENT, but assess the knowledge grade in relation to the GSAC grade criteria.			
1. Knowledge used in producing the supporting documents and in the demonstration				
2. New knowledge gained by doing the demonstration				
3. Ability to use feedback to identify knowledge gained				
4. Ability to assess own performance and supporting documents, and identify areas for future improvement				
5. Ability to assess how the activity can help in practice at work				
Grade for knowledge indicators (tick one)	REFER	PASS	MERIT	DISTINCTION
Grade for operational indicators (tick one)	REFER	PASS	MERIT	DISTINCTION
Overall grade for assignment (circle one)	REFER	PASS	MERIT	DISTINCTION
Assessor's summative statement				

Assessor's signature and date

GENERIC SKILLS ASSESSMENT CRITERIA (GSAC) GRADE TABLE

GSAC (2 pages)

Stage 1: ASSESSMENT OF OPERATIONAL INDICATORS (DOUBLE-WEIGHTED)

CIPD operational indicators being assessed	Refer	Pass (weighted 2)	Merit (weighted 4)	Distinction (weighted 6)
Demonstration of ability to: <i>[add list of operational indicators]</i>	The operational indicator has not been demonstrated satisfactorily and could not be applied/used in practice without significant review and reassessment.	The operational indicator has been demonstrated successfully and could be applied/used in practice with guidance and adjustment.	The operational indicator has been demonstrated to a standard that could be applied/used in practice.	The operational indicator has been demonstrated to a standard that could be applied/used in practice, and used as an example of good practice.

Stage 2: ASSESSMENT OF KNOWLEDGE INDICATORS

Understanding of knowledge indicators	Refer	Pass (weighted 1)	Merit (weighted 2)	Distinction (weighted 3)
Demonstration of underpinning knowledge and understanding of: <i>[add list of knowledge indicators]</i>	The candidate's review has shown insufficient awareness and understanding of the knowledge indicators.	Through a review of their own performance the candidate has satisfactorily evidenced awareness and understanding of the knowledge indicators.	Through a review of their own performance the candidate has evidenced awareness and understanding of the knowledge indicators and identified ways in which they can improve their skills.	Through a review of their own performance the candidate has evidenced in-depth understanding of the knowledge indicators. Candidate has applied this to identify ways he or she can improve skills to become an example of good practice.

OVERALL GRADE

Total the weighted assessment scores for operational indicators + knowledge indicators, and read off the overall grade from the table below.

REFER	PASS = 3–5	MERIT = 6–7	DISTINCTION = 8–9
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Notes to GSAC grade table

GSAC (2 pages)

Notes

- 1. Candidates must achieve a 'Pass' for operational indicators and knowledge indicators.**
- 2. Where a candidate is referred in Stage 1 or 2, that part may be resubmitted and reassessed. In this circumstance the highest grade for the assignment is 'Pass'.**

Examples of final grades	Candidate 1	Candidate 2	Candidate 3	Candidate 4	Candidate 5	Candidate 6
Skills (operational indicators)	Pass 2	Merit 4	Distinction 6	Pass 2	Merit 4	Pass 2
Understanding (knowledge indicators)	Pass 1	Merit 2	Distinction 3	Distinction 3	Pass 1	Refer
Overall grade	Pass 3	Merit 6	Distinction 9	Pass 5	Pass 5	Refer

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6.1 Final grade calculation

Centres should award a grade of Pass, Merit or Distinction for each assignment and for the work-based project, using the appropriate generic assessment criteria (GAC) or generic skills assessment criteria (GSAC).

The final grade awarded to a candidate is calculated on the basis of their performance in the four assignments and the work-based project; therefore a candidate must achieve a minimum of a Pass for each of the assessed elements to complete the programme successfully.

The project proposal does not form part of the calculation, but it must have been internally assessed as satisfactory for the candidate to have a valid grade for the work-based project.

To calculate the final grade, centres should use the numerical model described below. The model has equal rating for the four assignments and double-weighting for the work-based project, this being the most substantial piece of assessed work.

Numerical values are allocated for Pass, Merit and Distinction as follows:

	Pass	Merit	Distinction
Assignments	1	2	3
Work-based project	2	4	6

The five values are then added together to give a total value, from which the final grade is awarded within the following boundaries:

Pass	Merit	Distinction
6–9	10–15	16 or more

This model allows candidates who perform less well in an early assessment but progress during the programme, or who perform well overall but for a particular reason perform less well on one particular assignment, still to have the opportunity to achieve a good final grade.

6.2 Meaning of Grades

CIPD candidates who have successfully completed a Level 3 Certificate can achieve a PASS, MERIT or DISTINCTION. The meanings of these grades are summarised below.

PASS This means that the candidate has met the learning outcomes for the unit and/or qualification level. Candidates with a Pass grade will have demonstrated an acceptable level of knowledge in the subject matter and, where applicable, demonstrated a satisfactory level of performance in the application of specific skills.

MERIT Candidates with a pass at the Merit level will have met the learning outcomes for the unit/qualification in a comprehensive manner, both in terms of depth and breadth. They will have demonstrated a sound level of knowledge in the subject matter, drawing on a range of appropriate evidence. Where the unit/qualification requires the development and application of specific skills, candidates with Merit will have demonstrated these with confidence and competence.

DISTINCTION Candidates with a mark of distinction will have exceeded the learning outcomes for a specific qualification. They will have demonstrated an impressive level of knowledge and authoritative coverage of the subject matter, drawing on a wide range of sources and evidence. Where the qualification requires the development and application of specific skills, candidates with a mark of Distinction will have demonstrated exemplary practice commensurate with the level of the unit or qualification.

6.3 Centre quality assurance

Centres must have an established framework to assure quality of the assessment standards for the qualification(s) and to evaluate the achievement of learning outcomes. This framework should incorporate:

- an internal moderation/verification process that includes:
 - a. establishing procedures to develop a common interpretation of CIPD Professional Standards and assessment criteria
 - b. access to appropriate staff development and training for those involved in assessment and internal moderation/verification
 - c. monitoring and supporting the work of staff involved in delivery and assessment activities
 - d. regular sampling of assessment decisions made by all assessors across all aspects of assessment that monitors, and ensures consistency in the interpretation and application of standards and that allows for the direct observation of practice where candidate skills are being assessed
 - e. maintaining up-to-date records of internal moderation/verification and sampling activity and ensuring that these are available to the CIPD
 - f. ensuring that all corrective action required by the CIPD/External Moderator is implemented within agreed timescales
- input from tutors and candidate feedback from:
 - a. regular meetings of staff involved in the management, delivery and assessment of the qualification
 - b. student representatives and staff/student consultative committees
 - c. regular student evaluation
- annual self-assessment reporting.

The purpose is to:

- verify that academic standards are appropriate
- ensure that assessment decisions and processes are sound, fairly operated and in line with relevant regulations
- ensure alignment with CIPD external moderation process
- assure and maintain academic standards
- inform the centre annual report to the CIPD.

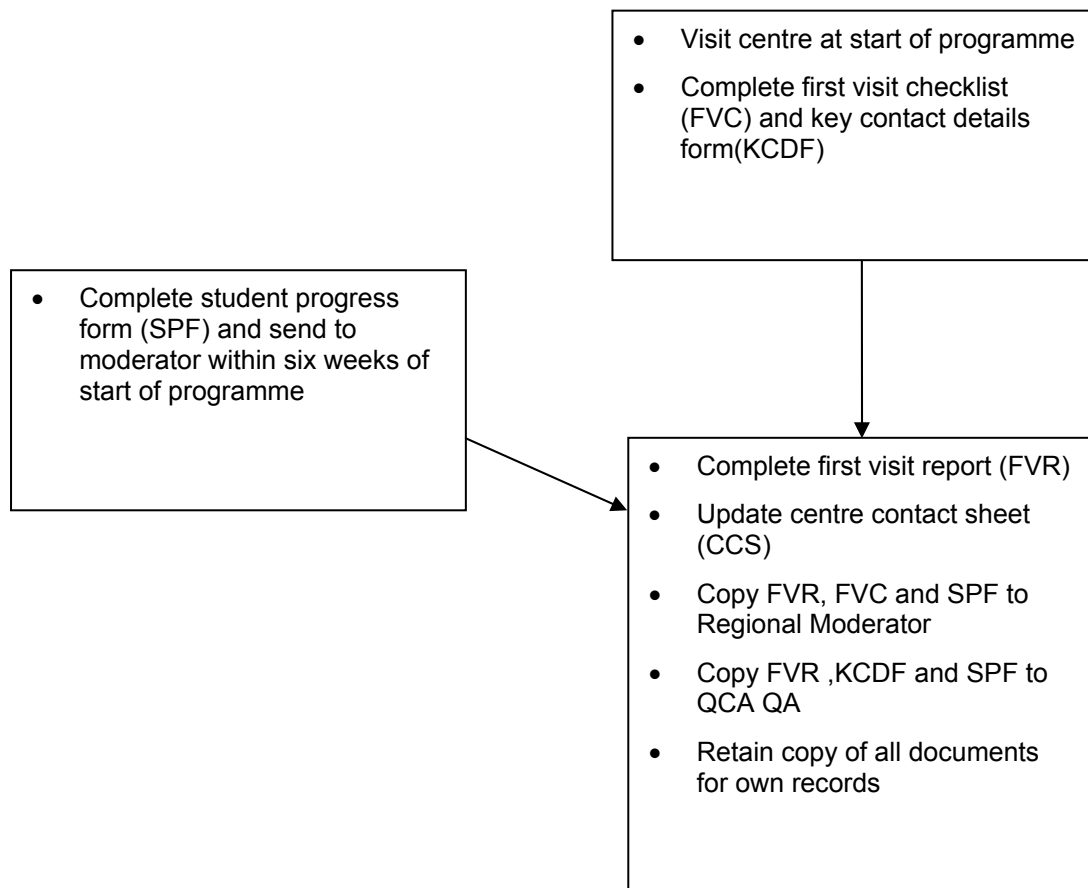
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Flowchart of first moderation visit

Action by:

Centre

Moderator



Documents

Centre contact sheet (CCS)
First visit checklist (FVC)
First visit report (FVR)
Key contact details form (KCDF)
Student progress form (SPF)

7.1 Guidance

Timing

The External Moderator should visit the centre before or at the beginning of the programme to meet the programme leader and as many of the course team as possible. If the centre runs a number of cohorts starting at different times during the year, then the moderator does not need to visit on each occasion but should phone or email the programme tutor to confirm the commencement of the programme and request the SPF for that group. The moderator must have a meeting with the programme leader, and ideally the course team, at least once a year. The timing should be agreed between the External Moderator and the programme leader if the centre does not operate to a standard academic year. External Moderators should normally spend no more than half a day at a centre.

Purpose

The main purpose of the first moderation visit is to:

- follow up any action points identified in the centre's most recent moderator annual report (MARC) to the CIPD
- check that the centre understand the CIPD's external moderation and assessment requirements, including changes to the moderation process for 2008/09
- check that the centre has all relevant CIPD documentation and information relating to delivery of Certificate programmes
- approve assignments if the centre is not using assignments from the National Assignment Bank
- agree, for each cohort, a date schedule for:
 - remote moderation of the first written assignment
 - remote moderation of first skills assignment
 - the final visit (moderation of work-based/-related projects with project proposals, additional sampling if required, checking of portfolios and signing off SPF(s))
- obtain up-to-date copies of centre documentation relating to the programme(s), including, if possible, student progress form(s) (SPF) with names of students and their CIPD membership numbers
- note any changes to centre staff and update the key contact details form (KCDF)
- agree any action points with the centre.

A flowchart of the first moderation visit process is provided on page 54.

During the visit

During the visit, External Moderators are advised to use the first visit checklist (FVC) to ensure that all the key requirements listed above have been covered. Specific guidance relating to approving assignments is given below.

Any queries raised by the centre relating to non-moderation activities, such as centre reapproval and student registration online, should be referred to the appropriate CIPD Quality Assurance Officer.

Approving assignments

External Moderators must check that for each programme:

- there are four assignments in total – two written assignments and two skills-based assignments
- there is one assignment per unit – to enable unit certification, assignments are no longer permitted to include operational and knowledge indicators from more than one unit
- the method of assessment chosen for each assignment (skills or written) is appropriate to the learning outcomes to be assessed.

External Moderators do not need to approve assignments if they have been downloaded from the 2009/10 issue of the National Assignment Bank (www.cipd.co.uk/centres) and no alterations have been made. However, External Moderators should check that centres are using the correct versions of the generic assessment criteria (GAC), generic skills assessment criteria and project proposal assessment criteria.

If a centre has adapted an assignment from the bank or has written their own assignments, then the External Moderator should check that the final assignments has been approved by the CIPD normally through the National Assignment Bank panel with any subsequent changes approved by the Chief or Regional Moderator. Where this has not been done they should check with their Regional Moderator before approval.

After the visit

Following the visit, the External Moderator must complete a first visit report (FVR) that includes the following information:

- schedule for external moderation activity for 2009/10
- summary of key issues and/or concerns highlighted during the visit
- any agreed action points.

A copy of the FVR, the FVC and the SPF (if available) should be emailed to the:

- Regional Moderator.

A copy of the FVR, (KCDF) and SPF should be emailed to the:

- CIPD Quality Assurance Administrator.

The External Moderator should also update the centre contact sheet (CCS). This document should be used to log all contact between the centre and the moderator.

First visit checklist (FVC)

Centre name:	Date of visit:
Centre staff met:	External Moderator:
Programmes to be moderated:	Start/finish dates for each cohort for 2009/10:

Section 1: CHECK centre has a copy of, or is aware of, the following:	Y/N
CIPD Professional Standards (for relevant certificate programme)	
Moderation Handbook – Guidance on Assessing and Moderating Level 3 Certificate Programmes (version 8)	
Centre Handbook for Certificate Qualifications (2009/10)	
Centres website (www.cipd.co.uk/centres)	
Updated reading list/library holdings	
Updated National Assignment Bank	
Workshops for tutors new to delivering CIPD certificate programmes	
External moderation process, including: <ul style="list-style-type: none"> • role of centre, role of External Moderator • changes to external moderation framework for 2009/10 	
Role of CIPD Quality Assurance Officer (reminder that changes to course team or delivery mode need to be approved by CIPD Quality Assurance Officer(s))	
Relationship with local CIPD branch (no longer required to have a professional adviser, but should still have links with branch)	
Section 2: APPROVE assessment arrangements	
Are there four assignments in total – two written assignments and two skills-based assignments?	
Is there one assignment per unit?	
Are the assessment methods chosen for each assignment (skills or written) appropriate to the learning outcomes to be assessed?	

Where assignments are not taken from the National Assignment Bank, or have been altered, do they meet the CIPD's requirements?	
Do the assessment arrangements include a work-based/-related project?	
Are the correct versions of the GAC, GSAC and PPAC being used?	
Section 3: CHECK internal verification arrangements	
Is there an IV sampling plan that covers all assessors and all units?	
Are there systems in place for recording the results of IV sampling? <i>(External Moderators will need to view the outcomes of IV sampling to inform the selection of candidates' work for external moderation.)</i>	
Section 4: CHECK for changes to staffing	
Have there been any changes relating to staff involved in the management and delivery of the CIPD's programmes? <i>If so, make a note of these and include in the key contact details form (KCDF)</i>	
Section 5: CHECK action points from the moderator annual report to the CIPD (MARC)	
Have all action points raised in the 2008/09 MARC been addressed by the centre?	
Section 6: AGREE schedule for external moderation activity during 2008/09	
Schedule should include: <ul style="list-style-type: none"> • dates for submitting updated SPFs and IV sampling records to External Moderator • dates for submitting agreed sample of candidates' work for external moderation (first written and first skills) • timescales for External Moderator to send centre report on results of external moderation • date for final moderation visit 	
Section 7: OBTAIN copies of 2009/10 versions of:	
Scheme of work	
Assignment briefs and skills observation checklist (SOC)	
Candidate handbook	
SPF (with list of candidate names and CIPD membership numbers – can be submitted up to six weeks after start of programme)	
Section 8: AGREE any action plans	
Actions to be completed, by whom and by when	

First visit report (FVR)

Centre name:	Date of visit:
Centre staff met:	External Moderator:
Programmes to be moderated:	Start/finish dates for each cohort for 2009/10:
Agreed schedule for external moderation for 2009/10:	
Summary of outcome of first visit:	
Agreed action points: List actions to be completed, by whom and by when	

Key contact details form (KCDF)

<p>CIPD level 3 certificate programmes</p> <p>Please complete this form and return it to: CIPD Quality Assurance, 151 The Broadway, London SW19 1JQ.</p> <p>Accurate information is essential to ensure that all marketing documents produced by the CIPD are correct, so that both enquirers and CIPD staff are able to contact the correct person.</p> <p>Complete to ensure that each level 3 Certificate programme delivery team is reflected.</p>		
<p>Centre name and address:</p> <p>Postcode:</p> <p>Phone number:</p> <p>Fax number:</p> <p>Email:</p> <p>Website:</p> <p>Previous centre name (if applicable):</p> <p>Date of change:</p>		
<p>Delivery site/venue</p>	<p>Location details</p>	
<p>Course title: CPP/CTP/CRS/CERLAP/CCM</p> <p>Course enquiry details (eg delivery mode):</p> <p>Phone number:</p> <p>Fax number:</p> <p>Email:</p> <p><i>(This information will appear on the CIPD website)</i></p>		
<p>Senior manager/ head of department</p> <p>(The person who has overall responsibility for managing CIPD certificate-level qualifications at your centre)</p>	<p>Surname:</p> <p>First name:</p> <p>Designated title:</p>	<p>Phone:</p> <p>Fax:</p> <p>Email:</p> <p>CIPD membership number:</p>

<p>Quality manager</p> <p>(The person who has overall responsibility for quality at your centre)</p>	<p>Surname:</p> <p>First name:</p> <p>Designated title:</p>	<p>Phone:</p> <p>Fax:</p> <p>Email:</p> <p>CIPD membership number:</p>
<p>Contact for CIPD invoice</p> <p>(The person who has overall responsibility for dealing with licensing charges relating to CIPD certificate-level qualifications)</p>	<p>Surname:</p> <p>First name:</p> <p>Designated title:</p>	<p>Phone:</p> <p>Fax:</p> <p>Email:</p> <p>CIPD membership number:</p>
<p>Programme leader</p> <p>(The person designated to receive all CIPD correspondence, candidate registration documents and <i>On Course</i> publication)</p>	<p>Surname:</p> <p>First name:</p> <p>Designated title:</p>	<p>Phone:</p> <p>Fax:</p> <p>Email:</p> <p>CIPD membership number:</p>
<p>Student registration online</p> <p>(The person responsible for the administration of student registration online at your centre)</p>	<p>Surname:</p> <p>First name:</p> <p>Designated title:</p>	<p>Phone:</p> <p>Fax:</p> <p>Email:</p> <p>CIPD membership number:</p>
<p>Marketing</p> <p>(The person responsible for marketing CIPD qualifications)</p>	<p>Surname:</p> <p>First name:</p> <p>Designated title:</p>	<p>Phone:</p> <p>Fax:</p> <p>Email:</p> <p>CIPD membership number:</p>

Centre contact sheet (CCS)

Centre name:

Address:

Telephone:

Programme/course leader:

Email:

Contact name/date	Matters discussed	Action taken

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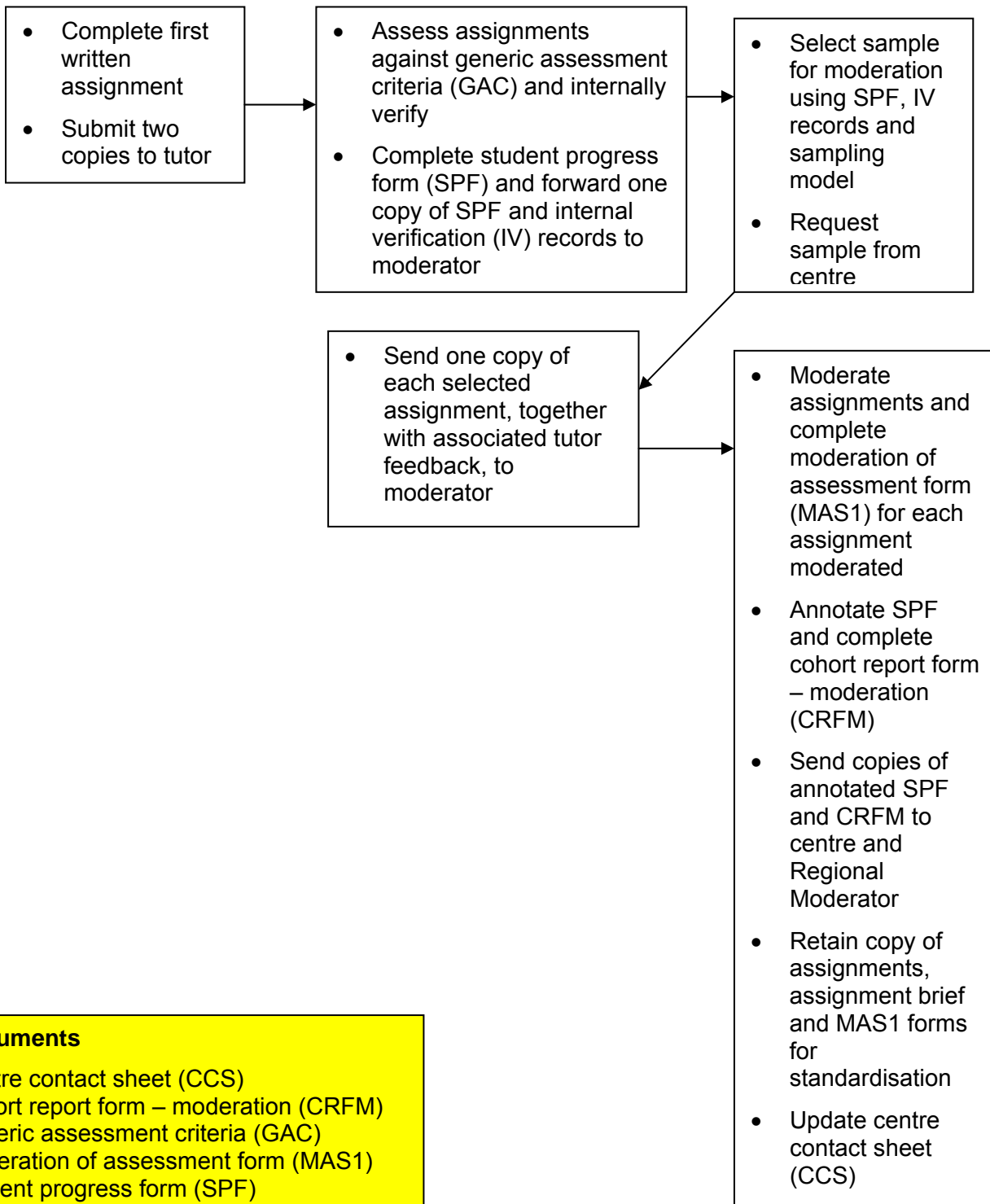
Flowchart of moderation process for first written assignment

Action by:

Candidate

Centre

Moderator



8.1 Sampling model for first written assignment

When choosing a sample of first written assignments for moderation, the External Moderator should select a sample of 20% (minimum of 6; maximum of 15).

This sample should include:

- 20% of referrals
- a selection of first written assignments across the range of marks, with at least two from each mark band (that is, pass, merit, distinction)
- all assessors
- internally verified work.

It may be necessary to increase the sample size beyond 15 to include all of the bulleted criteria above.

What should you do if you are not satisfied?

If you have any serious concerns relating to the standard of assessment, you need to increase your sample. An example of serious concern is where you find **inconsistent marking** (where the internal marker has not used the assessment criteria for a particular part of the scheme of assessment in a consistent manner, such as awarding different marks to different candidates who have submitted assignments of a similar calibre, thus calling into question the reliability of the assessment process and raising issues around the equitable and fair assessment process.) In a case such as this, you need to take the following steps:

- Step 1** Ask for a further 5% (minimum of 5; maximum of 10) of pieces of assessed work across the range of marks. If your concerns relate to one particular assessor or grade (for example, referrals, passes), you can ask for the sample to be drawn from these.
- Step 2** If you are still not satisfied, write up the moderation of assessment form (MAS1) for written assignments and contact your Regional Moderator. **You must not adjust the marks of individual pieces of work.** If an adjustment is required, it must be across the range.
- Step 3** Your Regional Moderator will make the Chief Moderator (for the region) aware of the situation, and they will decide what action to take.
- Step 4** If there are serious concerns, the Chief Moderator for the qualification may also be consulted.

Certificate in Personnel Practice – Chris Wood
Certificate in Training Practice – Pam Rodgers
Certificate in Recruitment and Selection – Chris Wood
Certificate in Employment Relations, Law and Practice – Chris Wood
Certificate in Coaching and Mentoring – Pam Rodgers

8.2 Guidelines for moderating first written assignment

The purpose of this moderation is **not to reassess the candidate work but to ensure that:**

- the assessment criteria have been interpreted and applied with integrity
- there is parity of assessment across assignments and assessors
- the knowledge and operational indicators being assessed have been interpreted and assessed to the appropriate standard
- there is evidence of internal verification
- the grade awarded reflects the tutor feedback
- developmental feedback has been provided to the candidate.

This is an important moderation activity, as it provides early feedback to the centre on their interpretation and application of the generic assessment criteria. **Moderation of the first written assignment will be a remote moderation exercise.**

Specific actions for the External Moderator:

- 1 Arrange for the programme leader to send you a copy of the student progress form (SPF), showing the grade awarded to each candidate for the first written assignment and the name of the marker, and any records of internal verification. The centre should not send you any assignments at this stage.
- 2 From the SPF list and IV records, and in accordance with the sampling model, select the candidates whose assignments you wish to see and advise the programme leader to send:
 - one copy of the selected assignments (the centre retains candidates' second copies)
 - tutor feedback sheets
 - assignment brief.

Note 1: All centres must use the generic assessment criteria (GAC). This requires a grade to be allocated and feedback to be given against each of the five criteria, and then the overall grade for the assignment to be calculated.

Note 2: Following a referral, candidates can resubmit an assignment once only, and the maximum grade attainable on resubmission is then a 'pass'. If the second submission is also a referral, candidates are required to retake the whole unit with a later cohort.

- 3 Where the GAC have not been used, advise the tutor that you cannot moderate the candidates' work or sign off final grades for candidate certification. The work will need to be reassessed using the GAC.
- 4 Moderate assignments received, and complete an MAS1 form for each assignment moderated. Attach this to the front of the assignment.

- 5 If you have concerns regarding the standard of assessment, please refer to the sampling model guidelines before proceeding further.
- 6 Record your moderated decisions, for example 'too high' or 'too low', on the SPF. **Do not change the grades.**
- 7 Record your moderated decisions, for example 'too high' or 'too low', on the cohort report form – moderation (CRFM), including comments and recommendations as required.
- 8 Send the CRFM and annotated SPF to the centre and **retain the moderated sample of assignments and accompanying documentation for one year from the end of the programme.**
- 9 On receipt of the CRFM and SPF, the tutor should discuss any comments and recommendations with the moderator, as appropriate.
- 10 Send the CRFM and annotated SPF to the Regional Moderator.
- 11 Update the centre contact sheet (CCS).
- 12 Where you have concerns about the centre's assessment of the first written assignment you should discuss with your Regional Moderator whether the second written assignment should also be sampled during the final moderation visit.

MODERATION OF ASSESSMENT – WRITTEN

Unit being moderated:	Programme: (CPP/CTP/CRS/CERLAP/CCM)
Date of moderation:	Cohort Ref:
Centre:	First or second written assignments?
CIPD moderator:	Region:
Name of candidate:	Centre assessor:
Assignment title:	Centre IV:

Moderation by CIPD moderator

Integrity of assessment: (interpretation and application of assessment criteria)

Quality of feedback to candidate:

Agreement with grade: Yes/No

If 'No', reasons why:

Other comments:

Signed: External Moderator

Date:

Content (for example, the currency and sufficiency of the information included)

Strengths:

Areas of concern:

Quality of feedback to candidates

Strengths:

Areas for improvement:

Summary

Strengths:

Areas for improvement:

Comments

External Moderator:

Signature:

Name:

Date:

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Moderation of assessment – skills (MAS2) form	79

Flowchart of moderation of skills assignments

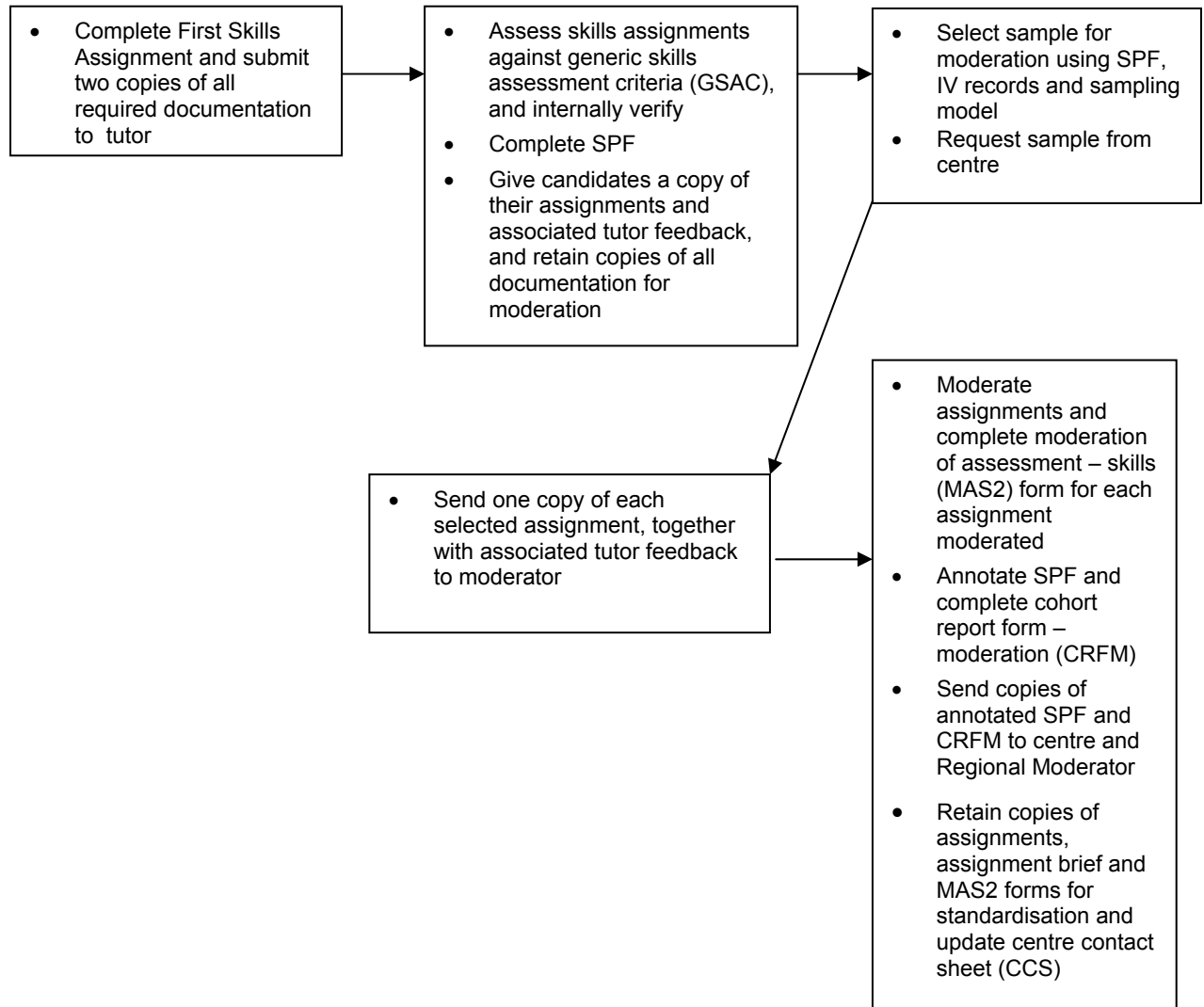
Action by:

Candidate

Centre

Moderator

First skills assignment



Documents

Centre contact sheet (CCS)
 Cohort report form – moderation (CRFM)
 Generic skills assessment criteria (GSAC)
 Moderation of assessment form (MAS2)
 Student progress form (SPF)

9.1 Sampling model for moderating first skills assignment

When choosing a sample of first skills assignments for moderation, the External Moderator should select a sample of 20% (minimum 6; maximum 15).

The sample should include:

- 20% of referrals
- a selection of skills assignments across the range of marks, with at least two from each mark band (that is, pass, merit, distinction)
- all assessors
- internally verified work.

If the sample size recommended above does not meet all of these criteria, the size of the sample should be increased until it does.

What should you do if you are not satisfied?

If you have any serious concerns relating to the standard of assessment, you need to increase your sample. An example of serious concern is where you find **inconsistent marking** (where the internal marker has not used the assessment criteria for a particular part of the scheme of assessment in a consistent manner, such as awarding different marks to different candidates who have submitted assignments of a similar calibre, thus calling into question the reliability of the assessment process and raising issues around the equitable and fair assessment process.) In a case such as this, you need to take the following steps:

- Step 1** Ask for a further 5% (minimum of 5; maximum of 10) of pieces of assessed work across the range of marks. If your concerns relate to one particular assessor or grade (for example referrals, passes), you can ask for the sample to be drawn from these.
- Step 2** If you are still not satisfied, write up the moderation of assessment – skills form (MAS2) for skills assignments and contact your Regional Moderator. **You must not adjust the marks of individual pieces of work.** If an adjustment is required, it must be across the range.
- Step 3** Your Regional Moderator will make the Chief Moderator (for the region) aware of the situation, and they will decide what action to take.
- Step 4** If there are serious concerns, the Chief Moderator for the qualification may also be consulted.

Certificate in Personnel Practice – Chris Wood
Certificate in Training Practice – Pam Rodgers
Certificate in Recruitment and Selection – Chris Wood
Certificate in Employment Relations, Law and Practice – Chris Wood
Certificate in Coaching and Mentoring – Pam Rodgers

9.2 Guidelines for moderating the first skills assignment

The purpose of moderating the first skills assignment **is not to reassess candidate work but to ensure that:**

- generic skills assessment criteria (GSAC) have been interpreted and applied with integrity for both operational and knowledge areas
- there is parity of assessment across skills assignments and assessors
- knowledge and operational indicators being assessed have been interpreted and assessed to the appropriate standard
- there is evidence of internal verification (IV)
- the process for arriving at the final assignment grade has been followed
- the grade awarded reflects the tutor feedback
- developmental feedback has been provided to the candidate
- the process for arriving at the final assignment grade has been followed.

This is an important moderation activity as it provides early feedback to the centre on their interpretation and application of the generic skills assessment criteria. **Moderation of the First skills assignment will be a remote moderation exercise.**

Specific actions for the External Moderator when moderating the first skills assignments:

- 1 Arrange for the programme leader to send to you a copy of the student progress form (SPF), showing the grade awarded to each candidate for the first skills assignment and the name of the marker, and any records of IV.
- 2 From the SPF and IV records, and in accordance with the sampling model outlined above, select the candidates from the SPF whose assignments you wish to see and advise the programme leader to send:
 - the assignment brief as issued to candidates, including reference to the generic skills assessment criteria (GSAC)
 - working documentation produced by the selected students for the assignment – for example, a job description, interview plan, training session notes
 - the skills observation checklist for the assignment, as completed by the tutor/assessor with assessment and feedback notes
 - the candidate's knowledge statement and the knowledge assessment checklist
 - the tutor/assessor's grades for the operational and knowledge indicators and overall grade for the assignment.

Note 1: All centres must use the generic skills assessment criteria (GSAC). This requires a grade to be allocated and feedback to be given against each of the five criteria, and then the overall grade for the assignment to be calculated.

Note 2: Following a referral, candidates can resubmit an assignment once only, and the maximum grade attainable on resubmission is then a

'pass'. If the second submission is also a referral, candidates are required to retake the whole unit with a later cohort.

- 3 Where the GSAC have not been used, advise the tutor you cannot moderate the candidates work or sign off final grades for candidate certification. The work will need to be reassessed using the GSAC.
4. Moderate each skills assignment received, and complete a separate moderation of assessment (MAS2) form for each one. Attach this to the front of the assignment papers.
5. If you have concerns regarding the standard of assessment, please refer to the moderation sampling model before proceeding further.
6. Record your moderated decisions, for example 'too high' or 'too low', on the SPF. **Do not change the grades.**
- 7 Record your moderated decisions, for example 'too high' or 'too low' on the cohort report form (CRFM), including comments and recommendations, as required. **The template for the CRFM can be found in Section 8.**
- 8 Send the CRFM and annotated SPF to the centre and **retain the moderated sample of assignments and accompanying documentation for one year from the end of the programme.**
- 9 On receipt of the CRFM and SPF, the tutor should discuss any comments and recommendations with the moderator, as appropriate.
- 10 Send the CRFM and annotated SPF to the Regional Moderator.
- 11 Update the centre contact sheet (CCS).
- 12 Where you have concerns about the centre's assessment of the first skills assignment you should discuss with your Regional Moderator whether the second skills assignment should also be sampled during the final moderation visit.

6. Agreement with operational indicator grade: Yes/No

7. Agreement with knowledge indicator grade: Yes/No

8. Agreement with assignment overall grade: Yes/No

If 'No', give reasons:

9. Other comments:

Signed: External Moderator

Date:

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Flowchart of final moderation visit

Action by:

Candidate

- Complete project and submit two copies to tutor (relevant project proposal must be included with the project)

- Compile portfolio of assessed work and CPD/learning log (*do not include course notes and handouts*)
- Submit to tutor

Centre

- Assess projects against GAC and internally verify
- Complete SPF and forward one copy of SPF and IV records to moderator
- Give candidates a copy of their project and associated tutor feedback, and retain copies of all documentation for moderation

- Check portfolios for completeness
- Complete and sign SPF
- Send one copy of SPF and IV records to moderator prior to final

- Send original copy of signed and endorsed SPF to the CIPD (this will trigger certification)
- Write centre annual report (CAR) and send to CIPD

Moderator

- Prior to visit**
- Select sample of projects with project proposals using SPF, IV records and sampling model
- During visit**
- Moderate projects (with project proposals) and complete moderation of assessment – project (MAS3) form for each project moderated
 - If required, request further written/skills or projects for moderation and complete appropriate MAS 1/2/3 forms
 - Check portfolios for completeness, including CPD/learning logs
 - Endorse SPF, make two copies and return original to centre
 - Complete final moderation checklist (FMC)

- After visit**
- Complete CRFM for all projects with project proposals and assignments moderated during final visit
 - Send copy of CRFM, SPF and FMC to Regional Moderator
 - Send copy of CRFM to centre
 - Update centre contact sheet (CCS)
 - Retain all moderated work and associated MAS1/MAS2/MAS3 forms for standardisation
 - Write moderator annual report (MARC) and send a copy to Regional Moderator, centre and CIPD

- Documents**
- Centre annual report (CAR)
 - Centre contact sheet (CCS)
 - Cohort report form – moderation (CRFM)
 - Final moderation checklist (FMC)
 - Moderation of assessment form (MAS1 for written, MAS2 for skills and MAS3 for projects)
 - Moderator annual report to the CIPD (MARC)
 - Student progress form (SPF)

10.1 Guidelines for final moderation visit to centre

The purpose of the final moderation visit is to:

- moderate a sample of **projects with project proposals**
- moderate a sample of second written and second skills assignments if outcomes from moderating first written and first skills assignments prove to be unsatisfactory
- moderate a further sample of projects/project proposals where outcomes from the first sample proved to be unsatisfactory
- sign off the student progress form (SPF) to enable candidates to achieve certification
- address any issues outstanding from the initial visit or during the year
- confirm contact details
- arrange a date for the initial visit for the next cohort
- collect and approve assignment briefs for next year, if available.

Final moderation should take place at the centre. The centre should make available a separate room or area for the moderator to use. All completed portfolios should be available for inspection. Course leaders should be available during the process.

The moderator should undertake the moderation process 'remotely' from centre staff and should not discuss his or her decisions or findings until after the moderation process is complete and the moderation of assessment (MAS) forms have been completed. (Please note: MAS 1/2/3 should be used if more written skills assignments or projects/project proposals are sampled during the visit). Unless the moderator requires further information or documents during the visit in order to complete the task, oral feedback should be given to the centre after the final moderation has taken place. This is particularly important if there are areas that need to be addressed. The cohort report form-moderation (CRFM) should be a written confirmation of the oral feedback and must cover all work seen. The moderator will probably complete this after the visit. Copies should be sent to the:

- centre (programme leader and quality assurance manager)
- Regional Moderator.

Moderators should also complete the final moderator checklist during the visit and send a copy to the Regional Moderator.

Please note: Project presentations are not a requirement of the CIPD's certificate programmes, and moderators should decline if asked to observe them.

Signing off the SPF

The External Moderator should review the grades for each candidate and check that the overall grade is correct.

DO NOT SIGN OFF any candidates who have not had their project proposal (PP) assessed as satisfactory. The students should have 'PP outstanding' entered in the box where others have their final result.

DO NOT SIGN OFF any candidates where written assignments and projects have not been assessed using the generic assessment criteria (GAC) or skills assignments assessed using the generic skills assessment criteria (GSAC).

The signed off SPF should be distributed as follows:

- one copy to the centre, for internal exams office processing, before sending to the CIPD
- one copy to the Regional Moderator
- one copy for the moderator's file.

Moderators should remind centres that it is their responsibility to forward the original signed and endorsed SPF to the CIPD's Quality Assurance Department to trigger certification. If certificates are to be sent to the centre for a presentation evening, the date and dispatch address should be added to the foot of each page of the SPF.

10.2 Sampling model for work-based/-related project

When choosing a sample of projects for moderation, the External Moderator should select a sample of 20% (minimum of 6; maximum of 15).

This sample should include:

- 20% of all project referrals
- a selection of projects across the range of marks, with at least two from each mark band (that is, pass, merit, distinction)
- all assessors
- some internally verified work.

It may be necessary to increase the sample size beyond 15 to include all of the bulleted criteria above.

What should you do if you are not satisfied?

If you have any serious concerns relating to the standard of assessment, you need to increase your sample. An example of serious concern is where you find **inconsistent marking** (where the internal marker has not used the assessment criteria for a particular part of the scheme of assessment in a consistent manner, such as awarding different marks to different candidates who have submitted assignments of a similar calibre, thus calling into question the reliability of the assessment process and raising issues around the equitable and fair assessment process.) In a case such as this, you need to take the following steps:

- Step 1** Ask for a further 5% (minimum of 5; maximum of 10) of pieces of assessed work across the range of marks. If your concerns relate to one particular assessor or grade (for example, referrals, passes), you can ask for the sample to be drawn from these.

- Step 2** If you are still not satisfied, write up the moderation of assessment – projects (MAS3) form and contact your Regional Moderator. **You must not adjust the marks of individual pieces of work.** If an adjustment is required, it must be across the range.
- Step 3** Your Regional Moderator will make the Chief Moderator (for the region) aware of the situation, and they will decide what action to take.
- Step 4** If there are serious concerns, the Chief Moderator for the qualification may also be consulted.

Certificate in Personnel Practice – Chris Wood
 Certificate in Training Practice – Pam Rodgers
 Certificate in Recruitment and Selection – Chris Wood
 Certificate in Employment Relations, Law and Practice – Chris Wood
 Certificate in Coaching and Mentoring – Pam Rodgers

10.3 Guidelines for moderating work-based/-related project with project proposals

The moderator should moderate a sample of projects with their associated project proposals. The purpose of this moderation is **not to reassess the candidate work but to ensure that:**

- the assessment criteria have been interpreted and applied with integrity
- there is parity of assessment across projects/project proposals and assessors
- there is evidence of internal verification
- the assessment criteria have been supplied to candidates.

Specific actions for the External Moderator:

- 1 Arrange for the programme leader to send you a copy of the student progress form (SPF) and records of internal verification (IV), showing the mark for the project proposal, the grade awarded to each candidate for their project and the name of the marker. The centre should not send you any projects/project proposals at this stage.
- 2 From the SPF list and IV records, and in accordance with the sampling model, select the candidates whose projects and associated project proposals you wish to see.
- 3 The documents required for moderation are
 - one copy of each of the selected projects
 - tutor feedback sheets for the project
 - one copy of the associated project proposal(s)
 - one copy of any other project proposals assessed as not yet satisfactory or submitted prior to a change in the subject matter of the project
 - the completed project proposal assessment form (PPAF) for each proposal.

Note 1: All centres must use the generic assessment criteria (GAC) for assessment of the work-based project. This requires a grade to be allocated and feedback to be given against each of the five criteria, and then the overall grade for the assignment to be calculated.

Note 2: All centres must use project proposal assessment criteria for the assessment of the project proposal. This requires feedback to be given against each of the seven criteria in the appropriate 'satisfactory' or 'not yet satisfactory' box. Where criteria have been assessed as not yet satisfactory, the the whole proposal must be resubmitted.

Note 3: Following a referral, candidates can resubmit their project once only, and the maximum grade attainable on resubmission is then a 'pass'. If the second submission is also a referral, candidates are required to resubmit with a later cohort.

- 4 Where the GAC have not been used, advise the tutor that you cannot moderate the candidates' work or sign off final grades for candidate certification.
- 5 A project cannot be moderated without its accompanying project proposal.
- 6 Moderate projects received and complete an MAS3 form for each project moderated. Attach this to the front of the project.
- 7 If you have concerns regarding the standard of assessment, please refer to the moderation sampling guidelines before proceeding further.
- 8 Record your moderated decisions, for example 'too high' or 'too low', on the cohort report form – moderation (CRFM), including comments and recommendations as required. **A template for the CRFM can be found in Section 8.** Where you feel the original assessment of the project proposal has had an impact on the final project, you should indicate this and make proposals for action to avoid this in the future.
- 9 Send the CRFM and annotated SPF to the centre after the visit and **retain the moderated sample of work-based projects/project proposals and accompanying documentation for one year after the end of the programme.**
- 10 Send the CRFM and annotated SPF to the Regional Moderator.
- 11 Update your centre contact sheet (CCS).

MODERATION OF ASSESSMENT – PROJECT

Work-based/-related project with project proposal

Date of moderation:

Centre: Programme: (CPP/CTP/CRS/CERLAP/CCM)

CIPD moderator: Cohort Ref:

Tutor name: Region:

Name of candidate: Centre assessor:

Project title: Centre IV:

Moderation by CIPD moderator

Integrity of assessment (interpretation and application of assessment criteria) for project proposal(s):

Quality of feedback to candidate:

Agreement with assessment: Yes/No

If 'No', reasons why:

State whether you feel the integrity of the assessment/feedback to the candidate has had an impact on the quality of the final project:

Integrity of assessment (interpretation and application of assessment criteria) for project report:

Quality of feedback to candidate:

Agreement with assessment: Yes/No

If 'No', reasons why:

Quality of Project Proposal:

Other comments:

Signed: External Moderator

Date:

FINAL MODERATION CHECKLIST

Centre:

Date of visit:

Programme leader:

Moderator:

Programme: CPP/CTP/CRS/CERLAP/CCM

Date course commenced:

Cohort Ref:

Action	Outcome/completed
Moderation of project with project proposal(s) completed?	
Moderation of second written assignment required? <i>(only where there are concerns regarding the first written assignment)</i>	
Moderation of second skills assignment required? <i>(only where there are concerns regarding the first skills assignment)</i>	
Are there examples of good practice that could be used to inform the CIPD guidance or used for dissemination to other centres? If yes, please collect examples if possible and obtain permission to use.	Skills assignments: Y/N Title: Title: Written assignments: Y/N Title: Title:
Is the overall grade for each candidate calculated using the overall grade determination criteria?	
Sign off the student progress form (SPF) and keep a copy for your file. Do not sign off candidates who have not yet submitted a satisfactory project proposal or where generic assessment criteria (GAC / GSAC) have not been used.	Number of candidates with project proposals 'not yet satisfactory': Date when these will be submitted:

Remind the centre that they are responsible for sending the original signed SPF to the CIPD's Quality Assurance Department for candidates to receive certification.	
Discuss with the centre any issues arising from the final moderation that will be recorded on the cohort report form – moderation (CRFM).	
Address any issues outstanding and action points from the initial visit or during the year.	
Indicate to the centre when they can expect your end-of-programme report Check that the centre is aware of their need to complete a centre annual report and to forward it to the CIPD's Quality Assurance Department.	
Collect assignment briefs for next year , if available.	
Check to see if there are any significant changes to the course next year or staff changes .	
Arrange date for initial visit for next cohort .	
Confirm contact details – if there are any changes, please notify the CIPD Quality Assurance Administrator.	

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11.1 Annual reports – guidelines for centres

All centres are required to send an annual self-assessment report and result list (student progress form – SPF) to the CIPD's Quality Assurance Team. You should also send a copy to your moderator. This must be done within one month of the end of the programme, when all of the candidates have completed all their assessments. The External Moderator must endorse the final SPF. We will not issue certificates if the SPF has not been endorsed.

The report should take the form of a critical review and should include information on the following:

- courses run during the period under review, with start/finish dates indicated
- candidates enrolled, numbers completing and successful, reasons for candidates not completing
- a cohort diversity analysis
- benefits of the course as reported by candidates and employers (including the extracts drawn from the notes/minutes of the meetings of the staff/candidate consultative committee)
- candidates planning to progress to higher-level study (specify the destination and the qualification)
- tutors' comments relating to the main achievements of the course, difficulties encountered and how they were overcome, and information on what will be done differently in future
- External Moderators' comments and recommendations taken from their annual/end-of-programme report
- outcomes of peer or other observations of the teaching and learning activities
- CPD activities that staff have undertaken
- details of any other proposed changes to the programme, for example in staffing or accommodation.

The report should be signed and dated by the course tutor.

11.2 Centre record-keeping

The CIPD expects a member of the teaching team to have designated responsibility for the management, administration and record-keeping in respect of the qualifications and to be able to act as a main point of contact with the CIPD.

Centres must maintain accurate and up-to-date records relating to candidates and their progress and assessment, and they are responsible for ensuring compliance with the data protection requirements and personal data. Information and assessed work should be treated as confidential and kept securely.

In line with regulatory body requirements, the CIPD requires centres to retain candidate records for a minimum of three years.

The CIPD also requires centres to retain a representative sample of candidates' assessed work sufficient to monitor quality over time and to make this available to the CIPD.

Centres should develop a policy to reflect this requirement.

11.3 Annual reports – guidelines for moderators

Moderators are required to produce a moderator's annual/end-of-programme report for each of their centres, using the attached moderator annual report to the CIPD (MARC) template.

The report should be a summary of the points you have raised in your cohort reports during the year and should address:

- actions raised in the previous year's report
- the structure of the programme
- the resources to support the programme
- the quality of the assignments set
- the standard of students' work
- the standard of marking and feedback
- actions required for the year ahead.

The report should be sent promptly to the centre (a copy should go to both the tutor and the Quality Manager) so that they can include a copy of your report and their response to it in their centre annual/end-of-programme report to the CIPD's Quality Assurance Department.

11.4 Centre Performance Report

Moderators are also required to complete a Centre Performance Report (CPR) for each of their centres, using the Centre Performance Report template in conjunction with the Risk Descriptors document, documents attached.

The report should give a rating, and a rationale for the rating, for three areas:

- Use of the whole range of assessment criteria
- Evidence of robust internal verification arrangements
- Responsiveness to reports from External Moderator

The report should be sent along with the centres MARC to the CIPD only – **it should not be sent to the centre** as the input on the CPR will only be used as part of the centre evaluation process, which includes information from other sources. When all the evidence associated with centre evaluation has been collated by CIPD a separate report will go to the centre and be discussed with them.

Specific actions for the External Moderator

Email a copy of your report to your Regional Moderator and the CIPD's Quality Assurance Department. It will be used in ongoing monitoring of the centre in relation to the terms of its approval.

On your first visit to the centre for the next programme(s), follow up the action points contained in your report.



Moderator Annual Report to CIPD

Moderation Feedback

Centre name:	Cohort start/finish dates:
Programme:	
Mode of study:	
Programme leader:	External Moderator:

Actions raised in previous year's report

(List actions from last annual report and how they have been addressed)

Structure of the programme

(Indicate the type of programme delivered for example open, part-time, evening, distance learning, taught, whether it uses standard CIPD units, use of workshops, tutorial support, and so on. Give the number of students per cohort and the number of tutors working with each cohort.)

Resources to support the programme

(Comment on such issues as availability of sufficient and appropriate levels of tutor support. State whether any of the tutor team are new in post and whether a new tutor will start for the next programme, tutor development and availability to attend Centres Conference and centre workshops and availability of other resources needed by students, highlighting any resource issues that caused concern during the year. Include reference where appropriate to administrative support, use of SPFs, hitting agreed submission to deadlines, responding to information requests and so on.)

Quality of assignments

(Comment on whether the National Assignment Bank has been used and such issues as whether assignment briefs meet national requirements (for instance, coverage of the standards, appropriate level, suitability for assessment using GAC/GSAC, one per unit, and so on), and whether assignments proved fit for purpose when used.)

Standard of students' work

(Comment on such issues as level of achievement within particular assignments and overall grades, the spread of grades across cohorts and specific elements of the feedback you have covered in your CRFMs for example, appropriate referencing).

Standard of assessment and feedback

(Comment on such issues as standard and consistency of assessment using the CIPD criteria, use of internal verification, quality of feedback to students and specific moderation outcomes (for example, 'two of the six first written assignments were assessed to highly').

Actions required for the year ahead

(These are areas where the centre should take action over the year ahead and should be referred to, with specific action plans, in the centre's own annual report.)

Action/completion date:

External Moderation:

Centre performance report

(for CIPD use only, not to be sent out to centres)



Centre name:	Cohort start and finish dates:
Programme:	
Mode of study:	
Programme leader:	External moderator:

1 = high confidence	2 = general confidence	3 = limited confidence	4 = little/no confidence	Score (1-4)
a) Use of the whole range of assessment criteria, eg GAC				
Rationale for your scoring				
b) Evidence of robust internal verification arrangements eg second marking and auditable IV records				
Rationale for your scoring				
c) Responsiveness to reports from External Moderator				
Rationale for your scoring				

This form should be completed using the Risk Descriptors document

Risk descriptors (for use when completing Centre Performance Report)

Category	High confidence (1)	General confidence (2)	Limited confidence (3)	Little or no confidence (4)
Assessment	Uses generic assessment criteria (GAC) or equivalent fully and appropriately; marks at the correct level;	Acceptable use of GAC or equivalent i.e. marking is criterion-based and is generally appropriate for the level	Little understanding of GAC & how to use criterion-referencing; limited understanding of marking at the appropriate level	Does not use GAC or equivalent; marks > or < one grade band
Evidence of robust internal verification arrangements (including second marking, commentary on feedback from first marker and auditable IV records)	Has a robust internal verification (IV) process	Has a satisfactory internal verification (IV) process	Has an ineffective internal verification (IV) process	Absence of an any internal verification (IV) arrangements
Responsiveness to reports from external verifiers; moderators; examiners	Very few (if any) recommendations for improvement; responds fully and appropriately within required timeframes	Some recommendations ; responds appropriately to all within agreed timeframes	Several recommendations made on an annual basis; slow to respond and requires 'chasing up'	Several recommendations; consistently unresponsive to recommendations in external reports