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# Unit and Diploma Assessment Plans: A Brief Guide

(Applicable for students registering from 1 August 2024 onwards)

## Creating an assessment plan

With the introduction of the revised Grading Scheme for new students registering from 1 August 2024, the ways in which AVAs and providers/centres monitor and record the choice of the *sub-components* of the three Grading Standards and the *components* of Grading Standard 3 will change, and we have been asked to share examples, where available, of templates aimed at managing unit and Diploma assessment plans. The Cambridge Access Validating Agency (CAVA) has kindly agreed to share their working template with Diploma colleagues across the country.

QAA recognises that this is just one such template that is in development and there is no intent to introduce a standard template for AVAs and providers/centres. This is about sharing practice between AVAs and practitioners. QAA may share any further exemplar templates if, and when, they become available.

The template that follows works in the following ways:

### At the unit level

* Column one identifies the learning outcomes for the unit
* Column two identifies the credit value of the unit
* Column three identifies the sub-components of the Grading Standards selected for the unit (and for Grading Standard 3, the two out of the three components - a, b or/and c -selected)
* Column four identifies the individual assignment tasks and which learning outcomes and which sub-components/components of the Grading Standards apply to each of these

### At the Diploma level

As each unit is added, this provides an overview of the totality of assessment across the Diploma. This information, along with the inclusion of dates for setting and submission of assignments, moderation and feedback, enables course teams, moderators and AVAs to not only check compliance with the Grading Scheme but to review assessment workloads and timings, and to see the overall assessment strategy in practice.

### Mandatory and optional units

While not shown on this working example, it is easy to see how mandatory and optional units could be represented in such a plan - for example, with a section for each type of unit or through colour coding if the preference is to list units in chronological order of delivery.

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| Assessment Plan Template | A blue circle with white text  Description automatically generated |

| **Unit**  **Title** | **Credit value** | **Grading Standards components/sub-components selection** | **Assignment Title and number (if multi-assessment per unit)** | **Set Date** | **Sub date** | **IM date** | **Feedback date** | **Resub date** | **Assessor initials** | **IM initials** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Example Unit 1*  *5 Learning outcomes* | *6 credits* | *Example*  ***Grading standard 1 -***  *component a: breadth*  *component b:*  *facts; methods; principles*  ***Grading standard 2 -***  *component a*  *component b:*  *accuracy; innovation; insight*  ***Grading standard 3 -*** *components a, b, c*  *component a: communication: format; metrics,*  *component b: plan, organise and complete work; manage time; conduct independent research*  *component c* | *Example*  ***Asst 1: Open Book Exam*** *- Learning outcomes 1; 2 of 5*  ***Grading standard 1 -***  *component a: breadth*  *component b:*  *facts, principles*  ***Grading standard 2 -***  *component a*  *component b:*  *accuracy; insight*  ***Grading standard 3 -*** *components a, b, c*  *component a: communication: format;*  *component b: plan, organise and complete work; manage time;*  *component c* |  |  |  |  |  |  |  |
| ***Asst 2: Essay -*** *Learning outcomes 3; 4; 5 of 5*  ***Grading standard 1 -***  *component a: breadth*  *component b:*  *facts; methods; principles*  ***Grading standard 2 -***  *component a*  *component b:*  *accuracy; innovation; insight*  ***Grading standard 3 -*** *components a, b, c*  *component a: format; metrics*  *component b: plan, organise and complete work; conduct independent research*  *component c* |
| *Example Unit 2*  *4 Learning outcomes* |  | ***Grading standard 1 -***  *component a: depth*  *component b:*  *facts; procedures; perspectives*  ***Grading standard 2 -***  *component a*  *component b:*  *accuracy; insight; interpretation*  ***Grading standard 3 -*** *components a, c*  *component a: presentation or communication:*  *structure; format; imagery; paralanguage*  *component c* | ***Asst 1: Presentation Learning outcomes 1; 2 of 4***  ***Grading standard 1 -***  *component a: depth*  *component b:*  *facts; procedures*  ***Grading standard 2 -***  *component a*  *component b:*  *accuracy; insight*  ***Grading standard 3 -*** *components a, c*  *component a: presentation:*  *imagery; paralanguage*  *component c*  ***Asst 2: Essay Learning outcomes 3; 4 of 4***  ***Grading standard 1 -***  *component a: depth*  *component b:*  *facts; procedures; perspectives*  ***Grading standard 2 -***  *component a*  *component b:*  *insight; interpretation*  ***Grading standard 3 -*** *components a, c*  *component a: communication:*  *structure; format*  *component c* |  |  |  |  |  |  |  |

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| **Acknowledgements**  QAA wishes to thank The Cambridge Access Validating Agency (CAVA) for permitting the adaptation and sharing of their internal assessment plan template. |