

**DRAFT**

**CIPFA – INITIAL PROFESSIONAL DEVELOPMENT SCHEME  
GUIDE FOR ASSESSORS**

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## **SECTION 1 INTRODUCTION**

### **Introduction**

This assessors' guide provides information for those individuals who will be engaged in the assessment of candidates' portfolio submissions as part of CIPFA's Initial Professional Development Scheme (IPDS). This guide will be supplemented by the assessor training course, which must be attended, and successfully completed, by all prospective assessors. It should be noted that this guide must be read in conjunction with the CIPFA Initial Professional Development Scheme Guide and assessors need to be intimately familiar with its contents.

This assessors' guide starts with an explanation of the reason for the development of the IPDS and explores the role of assessment and the assessor in the process.

Section 2 explains the process for the assessment of portfolios and for the interviews, including information on the feedback to be given to candidates, as well as reviewing the possible outcomes. Section 3 gives details of the on-going quality assurance process to ensure the maintenance of assessment standards. Example assessments will be considered during the assessor training course. Section 4 answers some of the queries that assessors may have about the process and his/her role within it.

It is intended that this guide, together with the training course, will adequately prepare assessors for his/her role in the IPDS. However, should an assessor have any further queries they should contact the Commissioning Manager for guidance.

### **The Initial Professional Development Scheme**

The Initial Professional Development Scheme has been developed to reflect CIPFA's emphasis on the importance of practical skills within the workplace to complement the more theoretical knowledge and techniques that candidates are introduced to in the education modules. Increasingly, employers require new members of staff who can demonstrate previous workplace experience; take the outcomes from study and apply them appropriately to his/her place of work; and demonstrate the use of judgement in the selection and application of theory to real-life situations.

Completion of the IPDS portfolio gives candidates the opportunity to provide such evidence. The IPDS also prepares CIPFA's future members for Continuing

Professional Development (CPD), something that has become of increasing importance due to the growth in regulation and the requirement that professionals demonstrate that they maintain up to date knowledge and skills. CPD is mandatory for CIPFA members.

Section 2 of the IPDS guide, “Becoming a Professional”, clearly explains to candidates the roles and responsibilities of the professional and the pivotal place reflection has in professional development. The IPDS supports the development of such professional skills.

### **The Role of Assessment and the Assessor in the IPDS**

CIPFA has developed the IPDS to respond to the needs of the modern professional, but why does the completion of this process need to be assessed? It may be worth taking a few moments to consider the role of assessment in general. There are several reasons why the output from candidates on an educational qualification might be assessed and a few examples are given below:

- To identify the level of learning achievement of the candidate with respect to the understanding and application of theoretical knowledge
- To identify the level of learning achievement of the candidate with respect to the application of skills
- To support the candidate’s learning
- To demonstrate to the candidate the importance of the learning process in which s/he is engaged
- To provide a measure of the quality of the teaching process
- To provide a measure of ‘value for money’

Which of these reasons apply to the IPDS? The identification of the candidate’s learning achievements with respect to the application of theory and development of skills is the main theme in this process. However, it should be emphasised that this is not a test of the academic/technical competence of the candidate, which is tested in the education strand of the scheme.

The role of the assessor in the process is to ensure that the candidate has:

- Provided sufficient evidence of the application of theoretical knowledge to practical activities
- Provided sufficient evidence of the effective development of learning skills through reflection
- Personally produced all the work presented as his/her own

The details of the assessment process that are provided to candidates can be found on pages 21- 23 (Section 10) of the main IPDS guide.

It should be noted that candidates' theoretical knowledge and understanding are assessed extensively in the education modules. They are **not** the focus of the assessment with respect to the IPDS. The three points presented above are the sole areas of assessment.

## **SECTION 2 THE IPDS ASSESSMENT PROCESS**

### **Overview**

Candidates will be able to submit their portfolios for assessment after sitting their Final Test of Professional Competence (FTPC) examinations. The portfolios will be sent in hard copy form to CIPFA. CIPFA will log receipt of each portfolio, allocate it to an assessor, and set an appropriate interview date.

Although candidates can submit their portfolios at any time, assessments will take place at specified points in each year, expected to be September, December, March and May, subject to confirmation. It is envisaged that the majority of candidates will submit in either June or December, following their final examinations. Interview dates will be coordinated by CIPFA with the aim of combining each assessor's interviews with the appropriate quality assurance procedures.

From the receipt of a portfolio, an assessor will have three weeks to read the submission, and complete the initial assessment. If the portfolio fails to meet the completion requirements (form IPDS 1 omissions report), i.e. one or more component elements have been omitted, then the portfolio will be returned to the candidate with a report identifying the missing element(s), and advising the candidate to resubmit by the next assessment date. The interview will be cancelled, and the report will recommend that the candidate does not submit his/her portfolio to the Admissions Panel for consideration. In this circumstance, candidates will not have the option of submitting his/her portfolio to the Admissions Panel.

For each portfolio that includes all the component elements, the assessor will complete an assessment report (form IPDS 3), judging each part of the portfolio against a set of clear criteria. Where the assessor deems an element falls below a 'ready' standard, a record will be kept of why it is considered not to be ready, and what needs to be done by the candidate to make it ready.

On completing the initial assessment, the assessor will summarise the overall marking of the submission (form IPDS 2), and decide whether it has reached the required standard. Note that this is a standard for the overall portfolio, rather than for each component element.

The assessor will then produce an interview plan using the checklist provided (form IPDS 4), and interview the candidate with the principal aim of ensuring that the portfolio is the candidate's own work. At the end of the interview the assessor will give immediate feedback to the candidate, which will include a recommendation as to the readiness of the portfolio for submission to the Admissions Panel.

The assessor will then complete the assessment documentation (form IPDS 5 and if required, form IPDS 6) and submit it to CIPFA. A copy of the assessor's final report will be sent by CIPFA to the candidate and a further copy will be placed before the Admissions Panel to assist its decision on admission to membership. Note that a candidate has the right to submit his/her portfolio to the Admissions Panel without the agreement of the IPDS assessor (excepting cases of omissions referred to above). In such cases the Admissions Panel would take the assessor's report into consideration when making any decision.

A robust quality assurance process will be in operation throughout the entire assessment process.

## **Assessment Process**

### COMPLETENESS CHECK

On receipt of the portfolio, the assessor's first task is to ensure that all the component elements of the IPDS have been completed. These elements are (see also section 8 of IPDS guide):

- A log of 400 days' validated workplace experience
- 3 activities from Appendix A (of the IPDS guide)
- Oral presentation
- Iterative process
- Long term process
- Final general reflection
- Future learning goals

Validation of the log of 400 days' workplace experience and the six evidenced activities should be checked by way of the employer's initial on the relevant log,

shown in Appendix C of the IPDS guide. Additionally, the evidenced activities log in Appendix C should be checked to ensure that an employer comment has been included for each activity.

Where an element has not been completed the omissions report should make it clear which element is missing. The portfolio, together with the report, should then be sent back to CIPFA, who will return it to the candidate. Any portfolio failing to include all elements will need to be completed and submitted at a later assessment date.

## PORTFOLIO ASSESSMENT

Once it has been established that each element is present, the assessor will need to consider each element in terms of quality.

Firstly, the 400 days' validated experience needs to be checked to ensure that at least four areas of expertise have been covered, and that each of the four areas has a minimum of 20 days of recorded activity. .

Secondly, each of the three Professional level activities and the three FTPC activities need to be assessed in terms of whether they are appropriate and adequately planned, evidenced, and reflected upon. An activity is deemed appropriate if it is listed in Appendix A of the IPDS guide or meets the specific FTPC evidenced activity requirements, set out in section 6 of the IPDS guide. In assessing how well an activity is planned, evidenced and reflected upon, an assessor will allocate a mark from 5 – 1, with 5 being very strong to 1 being very weak, using the assessment criteria enclosed.

It is critical to remember that the technical quality of the individual activity completed is not being assessed, but rather the evidence of the process and the learning that accompanied the activity. Candidates' technical ability is tested thoroughly in other parts of the Education and Training process, and should not influence the recommendation of the portfolio assessor. For example, if an activity is not completed well, then it is the recognition that problems exist, and clear identification that learning has taken place through reflection that is required as part of a portfolio.

Finally, the general reflection needs to be assessed alongside the identification of future learning goals. Once again, this will be a mark of between 5 and 1, based on the criteria for reflection below.

#### ASSESSMENT DESCRIPTORS

<b><u>Score</u></b>	<b><u>Assessment</u></b>	<b><u>Planning &amp; Evidence</u></b>	<b><u>Reflection</u></b>
5	Very Strong	<p>Planning: All areas covered</p> <ul style="list-style-type: none"> <li>• why chosen, who involved, details of planning undertaken.</li> </ul> <p><b>and</b></p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• clear evidence that activity was completed; the student completed it, and clear outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Succinct, reflected recall of experience</li> <li>• Exploring feelings associated with the activity</li> <li>• Re-evaluating the experience and</li> <li>• Clear Identification of learning points.</li> </ul>
4	Strong	<p>Planning: All areas covered</p> <ul style="list-style-type: none"> <li>• why chosen, who involved, details of planning undertaken and;</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• evidence that the activity was completed; the student completed it, but outcome less clear.</li> </ul> <p><b>or</b></p> <p>Planning:</p> <ul style="list-style-type: none"> <li>• some inclusion of why chosen and what planning took place and</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• clear evidence that activity was completed; the student completed it, and the outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Discursive reflection on experience</li> <li>• Identifies feeling associated with activity</li> <li>• Clear Identification of learning points.</li> </ul>
3	Satisfactory	<p>Planning:</p> <ul style="list-style-type: none"> <li>• some inclusion of why chosen and what planning took place.</li> </ul> <p><b>and</b></p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• evidence that the activity was completed by the student, outcome unclear.</li> </ul>	<ul style="list-style-type: none"> <li>• Descriptive reflection on experience</li> <li>• Identifies feelings associated with activity</li> <li>• Identification of basic learning points.</li> </ul>
2	Weak	<p>Planning:</p> <ul style="list-style-type: none"> <li>• some inclusion of why</li> </ul>	<ul style="list-style-type: none"> <li>• Unconvincing description of experience</li> </ul>

		<p>chosen and what planning took place and</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Little evidence that the activity actually took place or the student's role in it.</li> </ul> <p><b>or</b></p> <p>Planning:</p> <ul style="list-style-type: none"> <li>• Little planning with no mention of why selected or who was involved and;</li> </ul> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• evidence that the activity was completed by the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Little reference to feelings</li> <li>• Few or no learning points.</li> </ul>
1	Very Weak	<p>Planning:</p> <ul style="list-style-type: none"> <li>• Little planning with no mention of why selected or who was involved.</li> </ul> <p><b>and</b></p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>• Little evidence that the activity actually took place, or the student's role in it.</li> </ul>	<ul style="list-style-type: none"> <li>• General impersonal description of experience</li> <li>• No reference to feelings or learning points.</li> </ul>

At each of the three stages of quality assessment, the assessor will need to note on the detailed log comments on each mark allocated. Where a mark of 3 to 5, i.e. satisfactory to very strong, is given, brief comments should be recorded on the detailed assessment log highlighting strong aspects. Where a mark of 1 or 2, i.e. very weak or weak, is allocated, the assessor will need to record in more detail the reason for the mark, and the actions required by the candidate to improve the element to a mark of 3 (satisfactory) on the detailed assessment log. The record is of the utmost importance in that it both aids the candidate's learning (in the case of a resubmission recommendation it will be sent to the candidate) and it provides evidence of the recommendation.

#### REPORT SUMMARY AND PRE INTERVIEW RECOMMENDATION

With all elements marked for quality, the Summary Assessment Log can be completed, the total marks calculated and an overall recommendation made.

There are only two overall recommendations on a portfolio. These are:

1. Submit to the Admissions Panel

## 2. Rework portfolio and resubmit for assessment

Where an element is deemed not appropriate (according to the definition set out on page 9) then the recommendation prior to interview should be 'rework and resubmit'. However, the candidate would continue to interview stage where s/he will have the opportunity to explain the divergence, after which the detailed reason for the recommendation would be explained by the assessor.

Where a portfolio has an overall average mark of less than 3 the recommendation prior to interview should be 'rework and resubmit'. Once again the candidate will continue to interview stage, where the assessor will ask questions specifically aimed at those aspects of the portfolio judged weak before explaining the reason for the recommendation at the conclusion of the interview.

## PURPOSE OF THE INTERVIEW

An interview is included at the end of the IPDS process for four main reasons as follows:-

- To confirm that the work the candidate has presented is all his/her own
- To enable the candidate to reflect, orally, on his/her learning experiences represented by the activities evidenced in his/her portfolio
- To give the candidate feedback on the standard of his/her portfolio and a recommendation as to the state of readiness of the portfolio for submission
- To give the candidate advice on how his/her portfolio could be improved. This will be of particular importance for those candidates whose portfolios are deemed not yet ready for submission

This interview is seen as an extension to the candidate's learning process and gives him/her an opportunity to discuss his/her development with an experienced, professional colleague.

## THE INTERVIEW PROCESS

Interviews will be held at specified points during each year. Candidates will be required to submit their portfolios for assessment at least six weeks prior to the assessment centre they wish to attend. CIPFA will set submission deadlines for specific assessment centres. All portfolios will have been marked by assessors before the interview stage is reached (see section 2). Assessors will also have made notes on the areas they wish to cover in the interviews with specific candidates. These notes will be based on the work they have reviewed in the portfolio.

Each interview will last between 30 minutes and one hour. In the IPDS guide (page 23) candidates have been informed that the interview will last not more than one hour.

## THE CONTENT AND FORM OF THE INTERVIEW

The role of the assessor is to lead the interview and ensure s/he collects sufficient information and evidence to be able to show that the interview has met the four main objectives as detailed above. However, it is expected that the balance of time spent

contributing to the interview should be firmly with the candidate. Therefore assessors are strongly recommended to ask open questions and only use closed questions when confirming details and factual information. In that way the candidate will be encouraged to contribute. Further advice on questioning techniques will be given during the assessors' training course.

There will be sections of the interview that will be common in all cases. However, certain aspects will be specific to the candidate undergoing the interview and will be developed as a result of the prior assessment of that candidate's portfolio. To help assessors plan each interview a checklist of possible topics to cover is given below. Although it is expected that assessors will use this checklist for guidance purposes in the interview planning stage, to ensure equity of treatment for all interviewees, it is recommended that the interviewer take a semi-structured approach to the process. Every candidate will have had different experiences and assessors need to be able to explore these without being hampered by a rigid interview structure.

#### IPDS INTERVIEW PLAN

<b>Step 1 Confirm the candidate's identity.</b>
<b>Step 2 Confirm the assessed portfolio belongs to the candidate being interviewed.</b>
<b>Step 3 Explain to the candidate the form the interview will take and the nature of the feedback the candidate will receive: a) at the end of the interview and b) in writing at a later date.</b>
<p><b>Step 4 Exploring the portfolio.</b></p> <p>Pick three evidenced activities that you wish to explore with the candidate. The choice is up to the assessor but should be informed by the following: -</p> <ul style="list-style-type: none"> <li>a) Those aspects of the portfolio that could be improved (<i>this is of particular importance where the section of portfolio being discussed is below the expected standard i.e. receives a grade 1 or 2</i>)</li> <li>b) Those aspects that appear to have resulted in a significant learning experience for the candidate</li> <li>c) Those that appear to have caused problems for, or raised issues with, the candidate</li> <li>d) Those that appear to have triggered some reflections of particular interest</li> </ul> <p>At the end of this section of the interview the assessor should have sufficient evidence to be able to identify whether the portfolio represents the candidate's own work. It should also lead easily into the next stage of the interview.</p>

**Step 5 Reflecting on the candidate’s learning experiences.**

Provide the candidate with an opportunity to discuss the learning represented by his/her portfolio. Use the ‘*Overall reflection of his/her learning experiences during the training period*’ as the basis for the discussion.

**Step 6 Exploring the candidate’s future learning goals.**

Provide the candidate with an opportunity to discuss his/her future learning goals. Use the written ‘*Summary of future learning goals*’ as the starting point for the discussion.

**Step 7 Feedback to candidate.**

At the end of the interview the assessor should feed back to the candidate in the following areas:-

- a) The level and quality of reflection demonstrated in the portfolio
- b) The standard of the work, i.e. the planning, application and evidence in the portfolio
- c) The recommendation that will be made to CIPFA on the state of readiness of the portfolio for submission
- d) Where the recommendation is that the portfolio is not ready, then what work needs to be done on the portfolio, by the candidate, to bring it up to the required standard

**Step 8 Complete the Interview Report Form.**

This form (IPDS 5) must be completed by the assessor and submitted, together with the portfolio and the portfolio assessment form to the Examinations and Systems Manager. It should be noted that a copy of this report form will be sent to the candidate.

**PLANNING THE INTERVIEW**

It is advisable that all interviews are individually planned using the checklist above and drawing on your initial assessment of the portfolio. This assessment should provide the assessor with the information/areas s/he might wish to explore further. This could be either in respect of confirming it is the candidate’s own work, encouraging the candidate to reflect on his/her learning experiences represented in the portfolio or giving feedback on the standard of the portfolio. Assessors may therefore wish to make sure they give adequate written feedback on the portfolio assessment forms to enable him or her to plan his/her interview effectively. Assessors will need to make sure that they retain a copy of these assessment forms for this purpose.

In Appendix A assessors will find a blank pro forma (IPDS 4) of the checklist given above. This can be used for planning the particular questions that need to be asked or the topics to be explored.

#### RECORDING THE INTERVIEW AND ASSESSING CANDIDATE INPUT

At the end of the interview the candidate will be asked to withdraw for a short time (approximately 10 minutes). The assessor will then complete the interview assessment form. The candidate will be invited back into the interview room where s/he will be given feedback. This feedback will include the recommendation being made by the assessor with regards to the readiness of the portfolio for submission. Assessors will be required to give further feedback if they feel that the portfolio is not yet ready and that there are sections that need reworking. In addition, candidates will also receive written feedback on these aspects, on forms IPDS 3 and IPDS 5, at a later date.

It should be noted that if the assessor has any concerns about whether the work is the candidate's own and the interview has not provided sufficient information to confirm this, then the assessor should voice his/her concerns to the candidate and give him/her the opportunity to provide further evidence. If the assessor still has concerns then s/he must complete form IPDS 6 and this must be submitted at the front of the assessment forms when passed to CIPFA.

### **SECTION 3 THE QUALITY ASSURANCE PROCESS**

The Quality Assurance (QA) process involves a blind second marking, by a moderator, of one randomly selected portfolio from each assessor per year. The moderator will undertake an identical process of assessment, and will compare the individual marks and overall assessment with the assessor's submitted report prior to the interview stage.

Should there be major discrepancies, the moderator will discuss the pre-interview assessment and recommendation with the assessor before the interview takes place.

A moderator from the QA team will also observe each assessor completing an interview at least once every 24 months. Verbal and written feedback will be given to the assessor following the interview. The moderator will not participate in any interviews. However if, at the end of the interview the opinion of the assessor continues to differ from that of the moderator, then the opinion of the latter, as the representative of CIPFA in that interview, will prevail.

After each assessment centre, the moderators will report to CIPFA on the standard of assessment completed, and may recommend that an assessor return for retraining before assessing further portfolios.

## SECTION 4 QUESTIONS ASSESSORS MAY HAVE

As the IPDS is introduced, it is likely that queries will arise that this guide and the assessor training programme have not addressed. The authors of this guide have attempted to predict some of these questions, which are given below. An attempt has also been made to provide answers. Additional queries may arise once the process begins, and these will be added to the list below with responses.

### Questions on the assessment of the portfolio

*What happens if the candidate has not completed all parts of the portfolio as required?*

Candidates must complete all elements as detailed in the IPDS guide. If an element or elements have not been completed then the portfolio must be returned to CIPFA who will require the candidate to resubmit the portfolio with the missing sections completed. It does not matter how effectively the other elements have been completed, the missing sections **must be completed**.

*The candidate may have completed some parts of the portfolio well and others poorly. How does this influence the overall assessment?*

You will note that assessors are required to mark (from 1-5) the activities undertaken within the portfolio and to calculate an average for the reflective sections of each activity as well as for the remaining sections. Each candidate must have an average mark of equal to or more than the mid point, i.e. 3, for the reflective elements and 3 for the remaining elements, if the portfolio is deemed to be of an acceptable standard. That does mean that a candidate may have completed some parts of the portfolio more effectively than others but the overall performance is at least as good as 'satisfactory'.

*The content is satisfactory but the presentation is poor. How should I mark it?*

You are not required to assess the standard of presentation as such. However, if the standard is so poor that the portfolio or sections of it are difficult to follow then the

mark the candidate will receive for those sections should be only 1 or 2. This will then affect the overall average mark.

*The candidate appears to have met the main assessment criteria but the reflective commentaries tend to be descriptive only. How do I take this into account?*

One of the main objectives of the IPDS is to encourage candidates to reflect on his/her learning. Therefore his/her reflective commentaries must contain a significant level of reflection. If description alone is used then the candidate should be given a less than satisfactory rating, (1 or 2) for that section. This will then have a significant effect on his/her total for the reflective elements of the portfolio. If this is the case in every reflective section then the candidate, in line with the assessment process, will not meet the standard required for a portfolio to be assessed as ready.

### **Questions on the interviewing process and assessment**

*What if, at the end of the interview, I am still not convinced that the portfolio is the candidate's own work?*

Once step 4 of the interview has been completed then you should have been able to obtain enough information and understanding to make an informed judgement on whether the portfolio represents the candidate's own work. If this has not happened then you need to give the candidate the opportunity to answer any concerns you have. If, after they have been given this opportunity, you still have concerns then these must be reported to CIPFA via form IPDS 6.

*What happens if the candidate does not turn up for his/her interview?*

Each candidate has to attend a formal interview. If a candidate does not appear, for whatever reason, then they will be required to make an application to take part in the next round of interviews. **Candidates will be required to pay a submission fee each time they submit his/her portfolio for review.**

*What if, as a result of the interview, I feel that the candidate is not ready to join the Institute but has successfully completed the portfolio?*

This will depend on why you should think this. If it is because you have concerns that the portfolio is not the candidate's own work then this must be reported to CIPFA. If, however, it is clear that the candidate did complete the portfolio and has been able to effectively explore his/her own learning and future learning goals, but you are concerned about another issue, e.g. personality of the individual, then this should not be taken into account in the recommendation you make as to the readiness of the portfolio. The final decision on admittance to membership of CIPFA rests with the Members and Students Development Board and not individual IPDS assessors.



## **Appendix A**



**IPDS Omission Report**

*Candidate No:* \_\_\_\_\_ *Assessment Date:* \_\_\_\_\_

*Assessor No:* \_\_\_\_\_

<i>Element</i>	<i>Present</i>	<i>Validated</i>	<i>Employer's comments</i>	<i>Comments</i>
<b>400 Days Logged Experience</b>				
<b>Activity 1</b>				
<b>Activity 2</b>				
<b>Activity 3</b>				
<b>Oral Presentation</b>				
<b>Iterative Process</b>				
<b>Long Term Process</b>				
<b>General Reflection</b>				
<b>Future Learning Goals</b>				

**Assessor Signature:** \_\_\_\_\_



**IPDS Summary Assessment Log**

**Candidate No:** \_\_\_\_\_ **Assessment Date:** \_\_\_\_\_

**Assessor No:** \_\_\_\_\_

<b>Part 1 – Logged Experience</b>	<i>Yes/No</i>		
<ul style="list-style-type: none"> <li>At least 4 areas, with at least 20 days spent in each area</li> </ul>			
<b>Part 2 - Portfolio</b>	<i>Appropriate Yes/No</i>	<i>Plan &amp; Evidence Mark (1 – 5)</i>	<i>Reflection Mark (1 – 5)</i>
<ul style="list-style-type: none"> <li>Activity 1</li> </ul>			
<ul style="list-style-type: none"> <li>Activity 2</li> </ul>			
<ul style="list-style-type: none"> <li>Activity 3</li> </ul>			
<ul style="list-style-type: none"> <li>Oral Presentation</li> </ul>			
<ul style="list-style-type: none"> <li>Iterative Process</li> </ul>			
<ul style="list-style-type: none"> <li>Long Term Process</li> </ul>			
<b>Part 3 – Overall</b>	<i>Appropriate Yes/No</i>	<i>Plan &amp; Evidence Mark (1 – 5)</i>	<i>Reflection Mark (1 – 5)</i>
<ul style="list-style-type: none"> <li>General Reflection</li> </ul>			
<ul style="list-style-type: none"> <li>Future Learning Goals</li> </ul>			
<b>Cumulative Marks</b>		<i>Total Mark / 6</i>	<i>Total Mark / 7</i>
<ul style="list-style-type: none"> <li>Marks</li> </ul>			
<b>Pre – Interview Recommendation</b>	<i>Tick Box</i>		
<ul style="list-style-type: none"> <li><b>Submit</b> – all yes and average marks over 3</li> </ul>			
<ul style="list-style-type: none"> <li><b>Rework</b> – a no or an average mark under 3</li> </ul>			

**Assessor Signature:** \_\_\_\_\_



**IPDS Detailed Assessment Log**

*Candidate No:* \_\_\_\_\_ *Assessment Date:* \_\_\_\_\_

*Assessor No:* \_\_\_\_\_

<b>400 Days Logged Experience</b>
<b>At least 4 areas covered and validated:</b> Brief Comments:
<b>At least 4 areas NOT covered or experience NOT validated:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.

<b>Activity 1 – Brief description:</b>
<b>Appropriate, validated, and with marks for planning and evidence, and reflection of 3 or above:</b> Brief Comments, and strengths observed:
<b>NOT appropriate, or NOT validated, or with marks for planning and evidence, or reflection of BELOW 3:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.

<b>Activity 2 – Brief description:</b>
<b>Appropriate, validated, and with marks for planning and evidence, and reflection of 3 or above:</b> Brief Comments, and strengths observed:
<b>NOT appropriate, or NOT validated, or with marks for planning and evidence, or reflection of BELOW 3:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.

<p><b>Activity 3 – Brief description:</b></p>
<p><b>Appropriate, validated, and with marks for planning and evidence, and reflection of 3 or above:</b> Brief Comments, and strengths observed:</p>
<p><b>NOT appropriate, or NOT validated or with marks for planning and evidence, or reflection of BELOW 3:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.</p>

<p><b>Oral Presentation – Brief description:</b></p>
<p><b>Appropriate, validated, and with marks for planning and evidence, and reflection of 3 or above:</b> Brief Comments, and strengths observed:</p>
<p><b>NOT appropriate, or NOT validated, or with marks for planning and evidence, or reflection of BELOW 3:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.</p>

<p><b>Iterative Process</b> – Brief description:</p>
<p><b>Appropriate, validated, and with marks for planning and evidence, and reflection of 3 or above:</b> Brief Comments, and strengths observed:</p>
<p><b>NOT appropriate, or NOT validated, or with marks for planning and evidence, or reflection of BELOW 3:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.</p>

<p><b>Long Term Process</b> – Brief description:</p>
<p><b>Appropriate, validated, and with marks for planning and evidence, and reflection of 3 or above:</b> Brief Comments, and strengths observed:</p>
<p><b>NOT appropriate, or NOT validated, or with marks for planning and evidence, or reflection of BELOW 3:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.</p>

<b>General Reflection</b>
<b>Marks for reflection of 3 or above:</b> Brief Comments, and strengths observed:
<b>Marks for reflection of BELOW 3:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.

<b>Future Learning Goals</b>
<b>Appropriate:</b> Brief Comments, and strengths observed:
<b>NOT appropriate as above:</b> Detailed comments of why requirement has not been met, and details of what the candidate needs to rework to bring a resubmission to a satisfactory level.



**IPDS INTERVIEW PLAN**

**Step 1 – Confirm the candidate’s identity.**

**Step 2 – Confirm the assessed portfolio belongs to the candidate being interviewed.**

**Step 3 – Explain, to the candidate, the form the interview will take and the nature of the feedback the candidate will receive: a) at the end of the interview and b) in writing at a later date.**

**Step 4. Exploring the portfolio.**

*Use this space to plan the questions you wish to ask or the topics on which you wish to focus.*

**Step 5 – Reflecting on the candidate’s learning experiences.**

*Use this space to plan the questions you wish to ask or the topics on which you wish to focus.*

**Step 6 – Exploring the candidate’s future learning goals.**

*Use this space to plan the questions you wish to ask or the topics on which you wish to focus.*

**Step 7 – Feedback to candidate.**

*Use this space to record any recommendations you have to make as a result of assessing the portfolio, in particular any area that needs further work.*

*At the end of the interview use this space to jot down details of any recommendations you may wish to make as a result of conducting the interview.*

**Step 8 – Complete the Interview Report Form.**





**REPORT ON CONCERNS ABOUT OWNERSHIP OF THE WORK WITHIN THE PORTFOLIO**

Candidate ID No \_\_\_\_\_

Confirmed that the portfolio is the candidate's own work? <b>NO</b>
Give explanation here of reasons for your continuing concerns. It should be noted that assessors <b>must</b> give candidates the opportunity to answer any charge that the work is not his/her own in the interview. Therefore this report should be submitted after this has taken place.

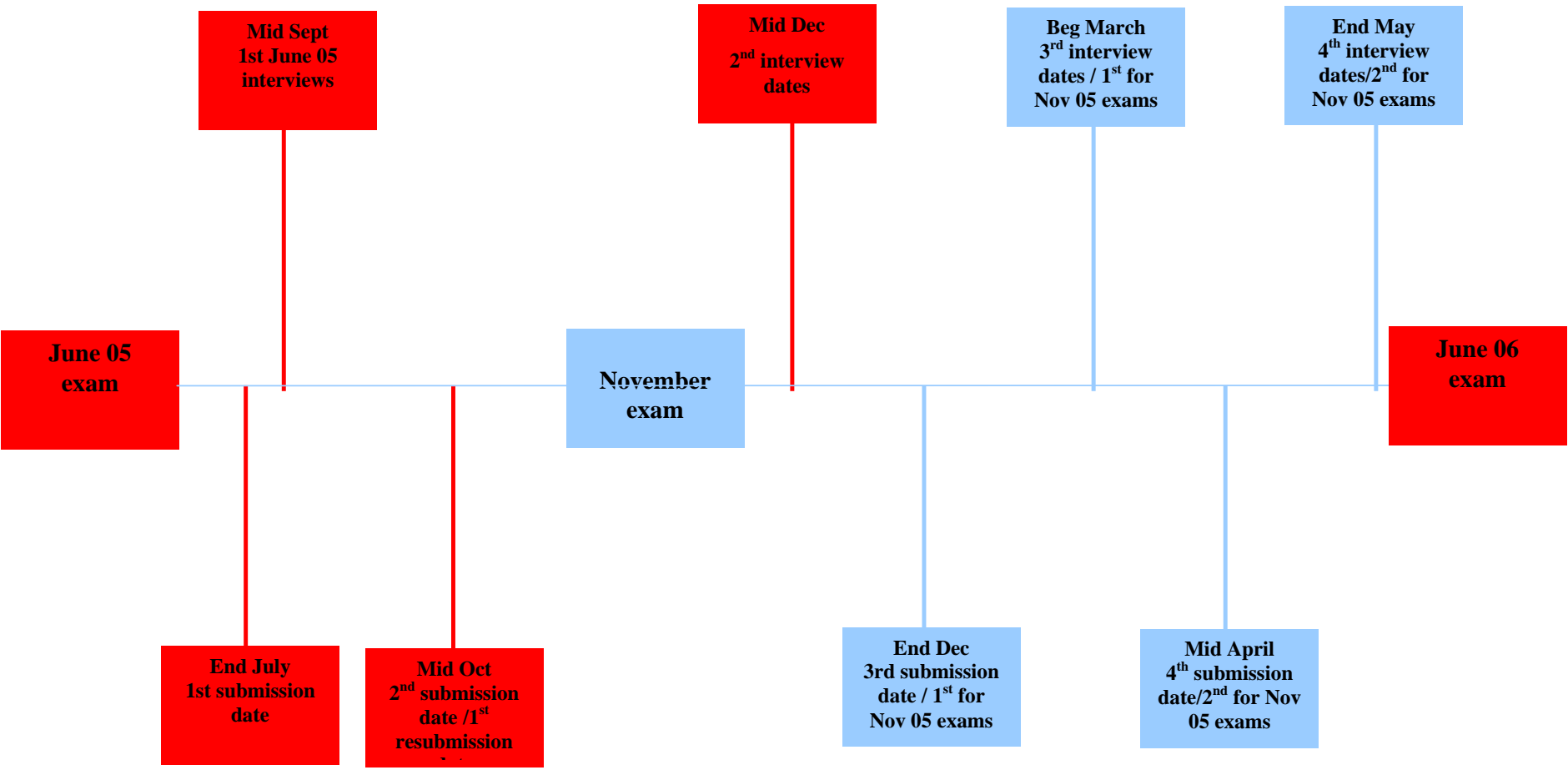
**Assessor Signature** \_\_\_\_\_

**Date** \_\_\_\_\_





Appendix B



EXAMPLE TIME LINE  
(for guidance only – details to be confirmed)