



Bronze | Silver | Gold
ASDAN International
Award Programs

Centre handbook

December 2021



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ASDAN International Award Programs Centre handbook

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Introduction

This handbook is designed to provide approved centres with guidance to assist in the administration, delivery and assessment of the ASDAN Bronze, Silver and Gold International Award Programs.

This handbook should be read in conjunction with the ASDAN Bronze/Silver and Gold International Award Programs student books. This resource has been produced to support the delivery, assessment and certification of the program and any quality policy produced by ASDAN that directly links to this program.

What are the Bronze, Silver and Gold International Award Programs?

The ASDAN Bronze, Silver and Gold International Award Programs have been designed to allow learners to undertake a substantial piece of work which can either complement their existing studies or be wholly separate. The awards offer ways of developing, recording and certificating learners' personal skills, qualities and achievements. The programs are primarily aimed at 14- to 16-year-olds who are studying full-time on an academic, technical or combination program.

The flexibility of ASDAN's International Award Programs means that they can be carried out in a variety of settings, over a time period to suit the individual or co-ordinating centre. Progression is available within the Award Programs, from Bronze to Silver and from Silver to Gold. This approach motivates learners, builds confidence and develops a wide range of study and work-related skills.

Study skills	Work-related skills
<ul style="list-style-type: none">• task planning• organisation• problem solving• decision making• creativity• communication	<ul style="list-style-type: none">• teamwork• initiative• honesty• self-awareness• resilience• self-management

Policies

The following policies relate to the ASDAN Bronze, Silver and Gold International Award Programs:

- Malpractice and maladministration
- Special consideration
- Access arrangements and accessibility
- Programme validity and reliability policy

These policies can be accessed on the ASDAN website: asdan.org.uk/policies-regulations-and-centre-guidance

A step-by-step guide to ASDAN International Award Programs

Staff training

- The members of staff with overall responsibility for delivery should attend an ASDAN introductory workshop, webinar or an INSET. Book at: asdan.org.uk/training

Register with ASDAN

- You will need ASDAN International Programs Plus membership to deliver International Award Programs. Membership allows centres to purchase materials and access support, including regular mailings and updates.
- Become a member at: asdan.org.uk/international-membership or manage your existing membership at: asdan.org.uk/membership-details

Create a new cohort

- Create a new cohort using the ASDAN website: asdan.org.uk/teaching
- Specify a course co-ordinator, the expected completion date and the number of learners taking the course, with learner names if known. Select student books for your learners.

Purchase supporting resources

- Buy optional supporting resources at: asdan.org.uk/international-award-programs

Delivery

- Deliver the course to your learners. Resources, such as plans and reviews, can be downloaded from the course resources section of the ASDAN website: asdan.org.uk/international-award-programs

Internal moderation

- Internally moderate all portfolios to ensure that learners have met the full requirements of the course. Ensure that learners are given adequate time to make any necessary amendments.
- Internal moderation checklists are provided to support this process.

External moderation

- Book your external moderation at: asdan.org.uk/teaching
International centres can access moderation by:
 - 1 **Remote moderation on-demand:** portfolios can be submitted by post (centre to pay cost of delivery and return to the UK) or digitally.
 - 2 **Moderation meetings:** face-to-face meetings on fixed dates. Meetings are held in the UK, Western Australia and Dubai.
 - 3 **Direct Certification Status (DCS):** available to members who have had three successful moderations in the last three years. DCS is valid for two years.
- Confirm your learner names and details for moderation at: asdan.org.uk/teaching
- ASDAN will request a sample of portfolios for moderation.
- Certificates will be delivered to your centre within 20 working days of a successful moderation taking place.

Membership and registration

Register your centre with ASDAN

If your centre is not already registered with ASDAN, please register for ASDAN International Programs Plus membership at: asdan.org.uk/international-membership

If you are an existing ASDAN centre, you can manage your membership at: asdan.org.uk/membership-details.

Centre number

After your centre has been approved and registered, you will be allocated an ASDAN centre number. Keep this number handy as you will need to quote it in all transactions with ASDAN.

Log in for access to the members' dashboard of the ASDAN website

Each member of staff whose details are supplied on the centre registration form will automatically receive a password to sign in to the members' dashboard: asdan.org.uk/member

Once logged in, you can create additional staff logins: asdan.org.uk/member/centre-details/centre-contacts

Logging in to the members' dashboard allows you to access and download information and resources, create cohorts, buy materials and enter your learners for moderation.

Centre approval visits and quality assurance reviews

For international centres operating outside of the UK, ASDAN requires that all new centres provide the following information as fully and accurately as possible before a decision can be made to process the request for membership.

The minimum requirements to be approved as a provider of the ASDAN International Award Programs are:

- 1 That the centre has a website and complies with UK GDPR (general data protection regulation) requirements.
- 2 That the centre declares whether it requires state or government approval to operate in an educational capacity in its location.
- 3 That the centre has an appropriate and robust process for managing safeguarding with a clear and up-to-date policy. **In Queensland**, centres must ensure that all staff working with minors hold a valid Blue Card.
- 4 That the centre has a robust procedure used for checking the suitability of new staff joining the centre.
- 5 That the centre has a procedure for recording and managing conflicts of interest.
- 6 That the centre has a policy for equal opportunities and student diversity.

Membership and registration

ASDAN will conduct quality assurance reviews of the centres on a regular basis to ensure that all centres are operating an effective and robust quality assurance process.

Staffing requirements

In Queensland, all tutors/assessors/internal moderators and any staff that interact with learners directly will need to provide proof of a valid Blue Card. To find out if a centre staff member requires a Blue Card, please refer to the guidelines on the Queensland Government website: qld.gov.au

Tutors/assessors

Tutors/assessors are required to undergo training in the assessment process in order to ensure that assessment decisions are fair and consistent between all tutors/assessors, if applicable.

The role of the tutor/assessor is to:

- ensure that learners understand the program outcomes and mandatory requirements
- keep all assessment records
- make judgements as to whether evidence being presented is valid, sufficient and reliable
- give verbal feedback to learners
- confirm and authenticate information supplied in the recording documents
- meet with other tutors/assessors (if applicable) and the internal moderator in order to compare and agree standards

Occupational competence requirements

Centres must demonstrate that staff who are actively involved in the delivery of the program meet the occupational competence requirements determined by ASDAN. It is also the centre's responsibility to inform ASDAN of any changes to staffing, by updating the centre contacts online: asdan.org.uk/member/centre-details/centre-contacts

Evidence of occupational competence

Tutors/assessors and internal moderators are required, as a team, to have a combination of appropriate competences in learning, assessment and internal quality assurance methodologies. This should be relevant to the program being delivered and the learners undertaking them.

The tutor/assessor is appointed by the centre and approved by ASDAN. They are responsible for supporting and guiding the learner throughout completion of the portfolio challenges. When assessing learners' evidence, there is documentation for the tutor/assessor to complete (see page 20).

Membership and registration

Tutor/assessor competencies

Occupational competence requirements	Evidence indicators
A thorough knowledge and understanding of the subject areas of the ASDAN Bronze/ Silver and Gold International Award Programs	<ul style="list-style-type: none"> Attendance at an ASDAN training workshop, webinar or INSET within the past three years
Continuing professional development (CPD)	<ul style="list-style-type: none"> Show sufficient evidence of participation in relevant continuing professional development (CPD) over the past three years
Relevant and sufficient experience to understand the context within which learners are operating	<ul style="list-style-type: none"> Current (within the last three years) experience
Knowledge, understanding and application of a range of teaching and learning methodologies relevant to the programs	<ul style="list-style-type: none"> Hold a valid and recognised teaching or training qualification <p>Or</p> <ul style="list-style-type: none"> Demonstrate clear and sufficient evidence of current (within the last three years) experience of delivering training appropriate to the programs being delivered
Knowledge of the program structure, learning and assessment processes	<ul style="list-style-type: none"> Previous experience of delivery of ASDAN courses <p>Or</p> <ul style="list-style-type: none"> Planned CPD by centre
Continuing professional development in training and learning	<ul style="list-style-type: none"> Show sufficient evidence of participation in CPD in relation to training and learning over the past three years, relevant to the programs being delivered

Membership and registration

Internal moderator

The internal moderator is responsible for providing support and advice to the tutors/ assessors and for monitoring their practice. This is to ensure that there is a consistent and standardised approach to assessment across the centre. They are expected to:

- ensure that tutors/assessors have a good understanding of the assessment principles of the program
- help identify and meet any training and development needs of tutors/assessors
- sample a range of learners' portfolios to review the quality of tutors/assessors' judgements
- check and sign off assessment records
- give feedback to tutors/assessors and deal with any learner disputes and appeals

Internal moderation must be carried out by an internal moderator who has appropriate competence and who has no personal interest in the outcome of the moderation. A person who has previously been involved in the assessments must not be involved in the internal moderation process of those assessments. Centres will be provided with training prior to carrying out any moderation.

The internal moderator provides the quality control of the tutors/assessors' work before an ASDAN external moderator checks the quality of the centre's work. The internal moderator will also be ASDAN's first point of contact in the centre. Internal moderators are required to undergo ASDAN training on the assessment process.

Internal moderator competencies

Occupational competence requirements	Evidence indicators
A thorough knowledge and understanding of the subject areas of the ASDAN Bronze/ Silver and Gold International Award Programs	<ul style="list-style-type: none">• Attendance at an ASDAN training workshop, webinar or INSET within the past three years is mandatory for all internal moderators
Continuing professional development (CPD)	<ul style="list-style-type: none">• Show sufficient evidence of participation in relevant continuing professional development (CPD) over the past three years
Relevant and sufficient experience to understand the context within which learners are operating	<ul style="list-style-type: none">• Current (within the last three years) experience

Membership and registration

Occupational competence requirements	Evidence indicators
Knowledge, understanding and application of a range of assessment or internal quality assurance relevant to the programs	<ul style="list-style-type: none"> • Have a relevant qualification in assessment or internal quality assurance. <p>Or</p> <ul style="list-style-type: none"> • Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment or internal quality assurance, appropriate to the programs being delivered
Knowledge of the program structure, learning and assessment processes	<ul style="list-style-type: none"> • Previous experience of delivery of ASDAN courses <p>Or</p> <ul style="list-style-type: none"> • Planned CPD by centre
Continuing professional development in assessment or internal quality assurance	<ul style="list-style-type: none"> • Show sufficient evidence of participation in CPD in relation to assessment or internal quality assurance over the past three years, relevant to the programs being delivered

External moderator

ASDAN will appoint an external moderators (EM) to ensure the assessment process is fair, consistent and reliable across all centres.

For international centres, external moderation will generally be carried remotely using electronic or digital means, although the EM may also visit the centre to assess the centre’s procedures and processes and to moderate learners’ completed portfolios. ASDAN will provide centres with advance notification of an EM visit.

Meeting the requirements of the Equality Act 2010

ASDAN ensures that it complies with the requirements of the Equality Act 2010 by ensuring all ASDAN qualifications and programs do not unjustifiably disadvantage a group of learners because of their age, disability, gender reassignment, race, religion or belief, or any other protected characteristic.

Further information is available on the ASDAN website: [asdand.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

In order to comply with the UK’s requirements of the Equality Act 2010, centres are required to provide details of their own equal opportunities policy as part of the centre approval process.

Centre staff are also requested to bring any potential accessibility issues or requests for reasonable adjustments to ASDAN’s attention.

Registering cohorts

Registering a cohort

Create a new cohort using the ASDAN website: asdan.org.uk/teaching

Specify a course co-ordinator, the expected completion date and the number of learners taking the course, with learner names if known.

In Queensland, centres should include the Learner Unique Identifier (LUI) number in the ULN section when entering learner details.

Select student books for your learners

Each learner will need their own copy of the relevant student book. The price of the student book does not include the certificate; these are awarded after successful external moderation by ASDAN. Centres will be invoiced for the cost of certificates.

It is also worth buying a spare copy for staff to refer to when planning. Staff copies can be bought from the ASDAN website: asdan.org.uk/international-award-programs



Bronze/Silver student book

For learners working towards the Bronze, Silver Challenge and Silver International Award Programs



Gold student book

For learners working towards the Gold International Award Program

Planning and delivery

The taught element

Delivery of the programs will involve teaching of the necessary knowledge, understanding, skills, as well as supervision and assessment of the learner's progress.

Active and engaging sessions will equip learners to think for themselves. Each session should contain clear objectives and links to the assessment requirements of the programs. All programs have mandatory documents that the tutor/assessor will need to incorporate into their teaching plan.

Planning

ASDAN International Award Programs are run in a wide variety of settings, have a flexible structure and are focused on activity-based learning. Activity-based learning is central to everything ASDAN does. It involves the learners completing a number of challenges and collecting evidence to show what they have done. This evidence is stored in an organised portfolio of evidence.

When tutors/assessors come to plan what challenges your learners will do, remember you are free to decide how best to deliver your International Award Program. ASDAN does not supply recommended lesson plans for the challenges.

Different levels of program

There are different levels of International Award Program available, each with different requirements. The amount of time and the number and type of recording documents will ultimately decide which program they will achieve. Each program requires a different level of academic ability.

Award program	Timescale and credits		Number, type and level of recording documents	
Bronze	60 hours	to achieve 6 credits	3 sets of Action Plans and Reviews	at Preparatory level
Silver Challenge	120 hours	to achieve 12 credits	3 sets of Action Plans and Reviews	at Preparatory level
Silver	120 hours	to achieve 12 credits	3 sets of Action Plans and Reviews	at Preparatory level
			3 sets of Plan, Do, Reviews	at Level 1
Gold	120 hours	to achieve 12 credits	3 sets of Plan, Do, Reviews	at Level 2

Planning and delivery

Deciding on challenges

Tutors/assessors must ensure that each learner has a Bronze/Silver or Gold student book and a portfolio to keep their evidence in. This could be a digital folder or an A4 folder or ring binder. Tutors/assessors should look through the challenges with the learners and discuss the requirements for each challenge. The tutor/assessor should clarify meanings and answer questions about what is appropriate and what is not. They should give appropriate help to different learners, but always keep an eye out for ideas that are far too ambitious.

Planning FAQs

Do the challenge instructions need to be followed to the letter?

No. The challenges are vehicles that enable young people to demonstrate their personal skills and independent learning development. Challenges are written in a flexible way to fit in with different contexts, but it isn't always a case of 'one size fits all'. Therefore, wording can be amended or added to, according to circumstances, as long as the spirit of the activity is honoured.

How many challenges must be done?

Whether learners are aiming for Bronze, Silver Challenge, Silver or Gold there is not a fixed number of challenges to complete. The instructions at the beginning of each section will make it clear how many challenges they will have to complete to achieve credits. These instructions will differ from section to section so always read carefully.

Why are the modules divided into sections?

Each module is split into sections – Section A, Section B and for some modules, Section C. Within the Bronze/Silver student book, each section covers a different area within the theme of the module.

Within the Gold student book:

- Section A challenges are generally shorter
- Section B challenges are longer and more project-like
- Section C offers a free option based around the theme of the module

There are instructions at the start of each section that make it clear how many challenges a learner must complete to obtain a credit.

Could learners do multiple sections from the same module?

Yes, unless otherwise stated in the student book.

How many modules must be covered?

There is not a fixed number of modules that learners must work from. Depending on which International Award Program they are working towards, learners can opt to gain credits from one or two modules, several modules, or all the modules.

Key requirements – the big six

The big six

Learners need to complete these six things successfully to gain their International Award Program certificate. When delivering the International Award Programs, tutors/assessors should always keep in mind the six key elements to a completed portfolio:

1. Student book

This is where the instructions, challenges and the record of progress are found. Each learner must have their own copy of the relevant student book to keep track of the challenges they are doing and the skills they are developing (see page 14).

2. Record of progress

This can be found on page 5 of the student book. Learners should fill this in as they work through the challenges to keep track of the modules they have worked on, the challenges they have completed, the number of credits they have gained and the recording documents they have completed (see page 15).

3. Evidence for each completed challenge

This is how learners prove that they have worked on and completed each challenge. There are lots of different things that can be used as evidence (see page 16).

4. Recording documents

Learners must complete these mandatory documents to show they are able to prepare for a challenge and review their own performance when the challenge has been completed. Learners do not have to complete a set of recording documents for every challenge, they must complete only the required number of recording documents for the particular International Award Program they are working towards (see page 17).

5. Summary of achievement

Learners should complete this when they are ready for certification to show how they have developed skills while working through the challenges, and where evidence of these skills can be found in their portfolio (see page 19).

6. Personal statement

This is found at the end of the summary of achievement and should be completed by learners at the end of their International Award Program. They should focus on what they have achieved and how they have developed since starting the program. There is also a space on the personal statement for the tutor/assessor to comment on the learner's progress and leave feedback; this should be seen as an ideal opportunity to focus on and praise individual achievements (see page 19).

Key requirements – the big six

1. Student book

The Bronze/Silver and Gold student books contain the challenges and some of the essential recording documents that learners must complete in order to gain their certificate.

It is important that each learner has their own copy of the relevant student book so that they can record the challenges they are working on, the challenges they have completed and any other brief notes they need to make.

The recording documents found in the student book are:

- Record of progress (page 5)
- Tutor record (page 6)



Challenge recording boxes

Below each challenge is a key skills box, where the learner can record the key skills they have used when completing the challenge (eg Working With Others, Improving Own Learning and Performance, Problem Solving, Communication, Application of Number, IT).

Learners should use the evidence ref box next to the challenge to show where the evidence for this challenge can be found in their portfolio.

Tutors/assessors should sign and date the verified by/date box to show when a challenge has been completed and verify that the evidence is in place.

2 Identify organisations which carry out development or relief work overseas.

Find out further information about **one** of these organisations.

Organisation: Médecins Sans Frontières

Key skills: *IT, Communication*

Evidence ref:

*2A2
Pages 10-13*

Verified by/date:

*KHudspith
19 June 2021*

Key requirements – the big six

2. Record of progress

This is found on page 5 of the Bronze/Silver and Gold student books and should be filled in by learners as they go along. It allows learners to keep a record of which challenges they have completed and how many credits they have gained.

It is followed by the tutor record on page 6. This is the official checklist and signed confirmation that the co-ordinator has checked through the portfolio and approved it for certification.

Record of Progress

Module	Requirement	Challenges completed (✓)	Credits
1 Information Transmission	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
2 The Community	THREE for 2 credits	A1 A2 A3 A4 A5	
	B1 for 2 credits	B1 Description:	
	C1 for 2 credits	C1 Description:	
3 Sport and Leisure	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
4 Independent Living	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
5 Economic and Consumer issues	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
6 Handling Numbers	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
7 Healthy Living	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
8 Work-related Activities	THREE for 2 credits	A1 A2 A3 A4 A5	
	B1 for 2 credits	B1 Description:	
	C1 for 2 credits	C1 Description:	
9 Science and Technology	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3 B4	
	C1 for 2 credits	C1 Description:	
10 International Links	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
11 Expressive Arts	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
12 Beliefs and Ethics	THREE for 2 credits	A1 A2 A3 A4 A5	
	ONE for 2 credits	B1 B2 B3	
	C1 for 2 credits	C1 Description:	
Total number of credits:			

Page 5

Tutor record

Bronze Award

Action plans and reviews (✓) 1 2 3 Credits from this book

Portfolio of evidence 4 5 6 Credits from other ASDAN courses

Summary of Achievement ✓ Course name

Credits from open modules

Total credits 6

Tutor signature Completion date

Silver Challenge Award

Action plans and reviews (✓) 1 2 3 Credits from this book

Level 1 plan, do, reviews (✓) 4 5 6 Credits from other ASDAN courses

Portfolio of evidence ✓ Course name

Summary of Achievement ✓ Credits from open modules

Total credits 12

Tutor signature Completion date

Silver Award

Action plans and reviews (✓) 1 2 3 Credits from this book

Level 1 plan, do, reviews (✓) 1 2 3 Credits from other ASDAN courses

Portfolio of evidence ✓ Course name

Summary of Achievement ✓ Credits from open modules

Total credits 12

Tutor signature Completion date

Page 6

Record of progress from the Gold student book (page 5)

Tutor record from the Bronze/Silver student book (page 6)

Key requirements – the big six

2. Evidence for each completed challenge

To gain an International Award Program certificate, learners need to present evidence of their achievements. They do this by compiling an organised portfolio of evidence. This acts as proof to the tutor/assessor and to ASDAN that they have actually done all of the things they claim to have done. It is recommended that centres provide suitable folders for learners to use to collect their evidence.

A wide variety of items can be used as evidence, as long as they clearly demonstrate the work that the individual learner has done for a particular challenge. Usually, evidence is produced naturally as a challenge is completed. This can be anything that the learner has worked on, such as a leaflet, poster or any written work. Some activities generate other outputs that can provide appropriate evidence.

What can be used as evidence?

The list below shows the kind of items that could be used as suitable evidence – but this list is not exhaustive. There may well be other items produced by learners that would also show they have successfully completed their challenge:

- Audio/video recordings
- Receipts
- Consent forms
- Witness statements
- Questionnaires and surveys
- Photographs (annotated)
- Certificates
- Letters
- Drawings
- Travel/event tickets
- Newspaper clippings
- Emails
- Plans
- Posters
- Designs
- Maps
- Scripts
- Log books, diaries and journals
- Task sheets
- Minutes
- Feedback reports
- Attendance sheets
- Lists
- Completed worksheets
- Graphs and charts
- PowerPoint presentations
- Computer printouts
- Leaflets

Learners must index the sheets in their portfolios so that they can be cross-referenced with the challenges contained in the student book. Tutors/assessors may need to give advice on systems of indexing. A good system to use is to split the file into modules with dividers and keep the evidence for each challenge in numerical order within the module dividers.

Key requirements – the big six

4. Recording documents

ASDAN strongly recommends that tutors/assessors follow an informal process of encouraging learners to think about what they are going to do before they do it and to evaluate their actions for every challenge they do.

These recording documents are a vital part of any ASDAN International Award Program. They enable the learners to demonstrate their ability to plan and review an activity; they allow the learner to formally recognise this process and provide evidence that they have thought about what is required when planning and reviewing an activity. Learners do not need to complete recording documents for every challenge.

Types of recording documents

There are different types of recording documents:

- **Bronze Action Plans and Reviews:** these documents comprise a plan sheet and a review sheet and are simple to complete (Preparatory level)
- **Silver Plan, Do, Reviews:** these documents comprise a plan sheet, a do sheet and a review sheet. There are 3 sets, each based around a Wider Key Skill (Improving Own Learning and Performance, Working With Others, Problem Solving) at Level 1.
- **Gold Plan, Do, Reviews:** these documents comprise a plan sheet, a do sheet and a review sheet. There are 3 sets, each based around a Wider Key Skill (Improving Own Learning and Performance, Working With Others, Problem Solving) at Level 2.

Mandatory requirements

The number and type of recording documents a learner must complete is determined by which International Award Program they are following:

Award program	Bronze Action Plans and Reviews (Preparatory level)	Silver Plan, Do, Reviews (Level 1)	Gold Plan, Do, Reviews (Level 2)	Total number of sets of recording documents
Bronze	3 sets	–	–	3
Silver Challenge	6 sets	–	–	6
Silver	3 sets*	3 sets	–	6
Gold	–	–	3 sets	3

*these Action Plans and Reviews can come from prior achievement of Bronze

For example, a learner working towards Bronze will be helped by the tutor/assessor to identify three challenges that they will formally plan and review.

The recording documents, along with completed examples, are available to download from the course resources section of the ASDAN website: asdan.org.uk/international-award-programs

Key requirements – the big six

Bronze Action Plans and Reviews

Bronze International Award Program: Review

Name: _____ Module: _____ Challenge: _____

What I did: _____

Key Skills I used (✓):
 Improving own Learning
 Working with Others
 Problem Solving
 Communication
 Application of Number
 Information Technology

What went well: _____

What could have gone better: _____

Changes I made to my plan: _____

Who helped: _____ Evidence I have for my portfolio: _____

I confirm that the information above is correct and has been agreed with my tutor.

Student signature: _____ Date: _____

Tutor signature: _____ Date: _____

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Silver Plan, Do, Reviews (Level 1)

Silver International Award Program: Improving Own Learning (Level 1)

What do I want to learn about? (e.g. driving cars, safety at home, fractions in maths)

What are my measurable targets? (e.g. Target 1: be able to write a play. Target 2: know a date for each year of the 20th century)

Target 1: _____

Target 2: _____

When will I finish? (e.g. Target 1: _____ Target 2: _____)

What evidence will I have to show that I have reached my targets?

Target 1: _____

Target 2: _____

Things I need to do (e.g. practice with the play, listing all, make a map of my area)

1. _____

2. _____

3. _____

4. _____

5. _____

What help will I need? (e.g. help from your tutor, friends, materials, real objects)

Who will check my progress? (e.g. tutor, parent, supervisor, assessor, other)

Name: _____ Date: _____

When will this happen? _____

I confirm that the candidate has worked with me to confirm their targets and to plan how to meet them.

Witness/assessor (signature): _____ Date: _____

(e.g. tutor, supervisor, course leader)

Candidate name: _____

ASDAN WKS_L1_PDR_IOL_Ext © 2016

Silver International Award Program: Working with Others (Level 1)

What is your group/team task? (e.g. what has the group/team been asked to do)

Who will you be working with? _____

What needs to be done? _____

Which group members will do it? _____

What things or help from others will be needed? _____

What will you do? (e.g. what are your responsibilities?) _____

Working arrangements

Start time/date: _____

Finish time/date: _____

How long will the task take? _____

Where will you be working? _____

Who will you ask for help if things go wrong? _____

I confirm that the candidate has been observed carrying out discussions on the above and has:

- identified the objectives and what needs to be done
- identified what needs to be done
- made sure they were clear about their own responsibilities and working arrangements.

Witness/assessor (signature): _____ Date: _____

(e.g. tutor, supervisor, course leader)

Candidate name: _____

ASDAN WKS_L1_PDR_WWO_GroupTeam © 2016

Silver International Award Program: Problem Solving (Level 1)

What is the problem you have been given to solve as an individual?

Why do you need to try to solve the problem?

How will you know that you have solved it? (e.g. what will be different? What would be a good outcome?)

Who have you talked to about the problem? Do they agree that you are clear about the problem?

Name: _____ Role/job: _____

Give at least two different ways that you could tackle this problem on your own (you can only choose to carry out one of these ways)

One way: _____

Another way: _____

How did you come up with the different ways of tackling the problem? (e.g. think about different ways of solving the problem, thought about problems you have had before, looked at similar problems)

I confirm the candidate has:

- checked they are clear about the problem and how to show success in solving it
- identified different ways of tackling the problem.

Witness/assessor (signature): _____ Date: _____

(e.g. tutor, supervisor, course leader)

Candidate name: _____

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Gold Plan, Do, Reviews (Level 2)

Gold International Award Program: Improving Own Learning (Level 2)

What do I want to learn? Why is this important to me? (e.g. to improve my IT skills so I can do my course work better, to be able to handle money on a bank, get into the police, improve grammar and punctuation in English)

What are my specific individual targets? (e.g. to improve my IT skills so I can do my course work better, to be able to handle money on a bank, get into the police, improve grammar and punctuation in English)

Target 1: _____

Target 2: _____

When will I finish? (Date)

Target 1: _____

Target 2: _____

How will I know I have reached my targets? (e.g. what evidence will there be to show what I have achieved?)

Things I need to do (e.g. find out how banks work, visit the Cash Advice website, produce an example of a stage set)

1. _____

2. _____

3. _____

4. _____

5. _____

What help will I need? (e.g. help from your tutor, friends, materials, real objects, other resources)

Who will check my progress? (e.g. tutor, parent, supervisor, assessor, other)

Name: _____ Date: _____

When will this happen? _____

I confirm that the candidate has worked with me to confirm their targets and to plan how to meet them.

Witness/assessor (signature): _____ Date: _____

(e.g. tutor, supervisor, course leader)

Candidate name: _____

ASDAN WKS_L2_PDR_IOL_Ext © 2016

Gold International Award Program: Working with Others (Level 2)

What is your shared task? (e.g. what are the objectives? what needs to be achieved together?)

Who will you be working with? (Name or names of those in your group)

What needs to be done? _____

Which group members will do it? _____

By what? _____

What materials, equipment, tools and help from others will be needed? _____

What will you do? (e.g. what are your responsibilities?) _____

How did your group share information to decide who did each job?

Working arrangements

Start time/date: _____

Finish time/date: _____

How long will the task take? _____

Where will you be working? (consider health and safety)

Who is available to offer support and advice? _____

I confirm that the candidate has been observed carrying out discussions on the above and has:

- identified the objectives and what needs to be done
- shared information to identify responsibilities
- made sure they were clear about their own responsibilities and working arrangements.

Witness/assessor (signature): _____ Date: _____

(e.g. tutor, supervisor, course leader)

Candidate name: _____

ASDAN WKS_L2_PDR_WWO_Ext © 2016

Gold International Award Program: Problem Solving (Level 2)

What are you trying to achieve? (e.g. I want to get a suitable placement, I want to make a... I want to get...)

What is the problem that is stopping you achieving this? (e.g. lack of resources, previous failure, lack of experience)

What are the main features of this problem? (e.g. are there time limits? Is there a budget? How are other people affected by it?)

How will you know if the problem is 'solved'? What methods have you been given to check this? (e.g. the sum to raise, the bank to meet or target to achieve)

Option	Description	Resources needed - time, money, etc.	Risks - What might go wrong? Health and safety?	Points for and against this option
1				
2				
3				

I confirm the candidate has:

- identified the problem, described its main features and how to show success in solving it
- checked that the problem has not been tackled
- checked that the other problems have been tackled
- checked an alternative way of solving the problem.

Witness/assessor (signature): _____ Date: _____

(e.g. tutor, supervisor, course leader)

Candidate name: _____

ASDAN CUPE_L2_PDR_ProblemSolving © 2016

Key requirements – the big six

5. Summary of achievement

This document is an important part of the International Award Programs, whether for Bronze, Silver Challenge, Silver or Gold. It will give the learner an opportunity to highlight some of their achievements and describe the skills they have shown. It is important that tutors/assessors ensure that learners fully understand how to complete this summary.

There are six skills that learners need to reflect on:

- Working With Others
- Improving Own Learning and Performance
- Problem Solving
- Communication
- Application of Number
- Information Technology (IT)


Learners must write down two examples of where they have used each skill while completing the program. For each example they should describe how they have used the skill to complete a challenge and where the evidence can be found.

6. Personal statement


This is found at the end of the summary of achievement. Learners must complete the personal statement at the end of their International Award Program, just before they hand in their completed portfolios. This document allows learners to focus on their achievements, areas for improvement and future plans. Tutors/assessors must also write a comment on the individual learner's skills, progress and achievements. Learners and tutors/assessors must sign the declaration.

The summary of achievement documents are available to download from the course resources section of the ASDAN website: asdan.org.uk/international-award-programs

Bronze International Award Program: Summary of Achievement	
<small>Please describe in your own words how you have developed your key skills in completing the challenges. Describe two activities as examples for each of the key skills (Working with Others; Improving Own Learning and Performance; Problem Solving) and provide page references for evidence.</small>	
Working with Others Working with others to plan tasks to meet objectives, working co-operatively to carry out tasks to meet your responsibilities, and reviewing progress. This will involve working one-to-one and in a group.	Evidence reference
Improving Own Learning and Performance Action planning and setting targets, working towards targets to improve your performance through straightforward subjects and practical activities, reviewing progress.	Evidence reference
Problem Solving Identifying problems and options for solving them, planning and trying options, checking to see if problems have been solved, describing results.	Evidence reference
OPTIONAL You may also wish to record evidence of the following key skills: Communication, Application of Number, Information Technology	Evidence reference

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Gold International Award Program: Summary of Achievement	
<small>Please describe in your own words how you have developed your key skills in completing the challenges. Describe two activities as examples for each of the key skills (Working with Others; Improving Own Learning and Performance; Problem Solving) at the appropriate level and provide page references for evidence.</small>	
Working with Others Working with others to plan tasks to meet objectives, working co-operatively to carry out tasks to meet your responsibilities, and reviewing progress. This will involve working one-to-one and in a group.	Evidence reference
Improving Own Learning and Performance Action planning and setting targets, working towards targets to improve your performance through straightforward subjects and practical activities, reviewing progress.	Evidence reference

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Bronze summary of achievement

Gold personal statement

Assessment and internal moderation

Internal assessment

For the ASDAN Bronze, Silver and Gold International Award Programs, the learners' performance must be judged against a set of prescribed standards that define the level of competence and the contexts in which that competence has been demonstrated.

Significant features which reflect the nature of a competence-based approach to assessment are:

- Assessment is based on outcomes (ie the learner's competence as measured against the assessment criteria in the mandatory recording documents). As it does not matter how this outcome is reached, training and development opportunities can be responsive to individual needs and there are no restrictions on styles of delivery. Development can occur in the environment most appropriate and useful to the learner.
- No particular qualifications or experience are required for access to assessment. Different learners are able to start at points and levels appropriate to them.

Learners actively participate in the assessment process by providing evidence of meeting the required standard and the tutor/assessor is required to assess the documentation soon after the learner has completed the unit. This will allow for a series of continuous assessment and will provide the learner with an opportunity to address areas for improvement soon whilst the unit outcomes are still fresh in their minds.

If the work produced by the learner does not meet the standard at the assessment stage, the learner may amend their work or start it again by considering feedback from the tutor/assessor and resubmitting the amended work or a new piece of work.

Internal moderation

Centres should carry out the internal moderation process both prior to and after the assessment process, led by the internal moderator, to ensure all the tutors/assessors have assessed to the same standard. The internal moderator samples the assessment decisions of the tutors/assessors and may require changes to their assessment decisions. Once the centre assessment decisions are final, the centre submits the final passed units per learner to ASDAN.

When learners' portfolios are ready for moderation, internal moderators should complete a moderation checklist to be included in the front of all learners' portfolios. Moderation checklists can be downloaded from the course resources section of the ASDAN website: asdan.org.uk/international-award-programs

Internal moderators must ensure that each portfolio contains all the required evidence and paperwork, and that it is clearly laid out and labelled. They must ensure that the tutor record is completed and signed by the tutor/assessor.

External moderation

Book your external moderation date for your cohort at: asdan.org.uk/teaching

International centres can access moderation in three ways.

Option 1: Remote moderation on-demand

This service is available on demand to all international centres, whereby the requested sample of portfolios is sent to ASDAN where the work is verified and then returned.

International Award Program co-ordinators should contact the International Development Manager to agree a moderation date. This must be agreed a minimum of six weeks ahead of the required moderation date.

Portfolios can be presented for moderation electronically, either through an online file sharing system or on a USB. Portfolios can also be posted to the UK for moderation, with the centre required to pay for the cost of delivery and return to the UK.

Option 2: Moderation meetings

Meetings are arranged every term at various locations throughout the UK, Western Australia and Dubai. The list of dates and venues will be published on the ASDAN website: asdan.org.uk/international-award-programs

Option 3: Direct Certification Status (DCS)

Direct Certification Status (DCS) is available to members who have had three successful moderations in the last three years. DCS is valid for two years. This means a centre can verify their own portfolios without the need for external moderation.

Once the two-year licence has expired, the centre must either attend a moderation meeting or use the remote moderation option to have their portfolios verified. If their portfolios are satisfactory, a new Direct Certification licence will be issued for the following two years.

Centres that have Direct Certification Status will be able to choose this option when registering learners for external moderation. Centres that are yet to achieve Direct Certification Status will not see this option – they will only be able to choose a moderation meeting or remote moderation.

Updating learner details and achievements

Confirm your learner names and details of their achievements for moderation on the ASDAN website asdan.org.uk/teaching

This must be completed at least five weeks prior to the external moderation date. This will enable ASDAN to process the sample requirements and allow you time to prepare the sample for the external moderator.

In Queensland, centres should ensure that the Learner Unique Identifier (LUI) number is entered in the ULN section when confirming learner details.

External moderation

Confirmation and sampling

ASDAN will select a sample of portfolios for external moderation. You will be sent notification of the sample approximately 2–3 weeks before the moderation date.

If you have not had any correspondence from ASDAN after these deadlines, please get in touch because you may not have a booked moderation.

Certificates and appeals

ASDAN will issue results for learners within a week of the external moderation concluding. These results will be available to centres through the members' dashboard: asdan.org.uk/member

ASDAN advises centres to review their learners' results prior to the certificates being issued, so that any amendments required to the learner's details or outcomes can be addressed prior to certification.

ASDAN International Award Programs are externally moderated and externally certificated. Certificates will be despatched automatically after successful moderation (or on request for centres with Direct Certification Status). Centres must ensure that they enter learner names accurately, as certificates are generated directly from the information supplied by the centre.

Certificates will be posted to the centre within 28 days of successful external moderation.

Certificate reviews and corrections

It is the responsibility of the centre to review all certificates when received and to ensure that any certificates with errors (eg learner names, LUI number) are not passed to the learner. To request a certificate correction, please contact info@asdan.org.uk

Appeals

All appeal decisions will be made by individuals who have appropriate competence and who have no personal interest in the decision being appealed. They will have no previous involvement in any assessment, moderation or review of moderation regarding an assessment in respect of the learner to which an appeal relates.

If the outcome of an appeal affects the results of learners, appropriate action will be taken to protect the interests of those learners and the integrity of the programme. This may include the revocation of certificates and issuing of replacement certificates, which accurately reflect the amended result.

Please note: where instances such as malpractice or other circumstances that may lead to an adverse effect are identified through these procedures, the Regulators for the UK and the country the programme is being delivered in will be informed.



Process for lodging an appeal

The head of centre (or designated member) has 30 calendar days from the receipt of the certificates to lodge an appeal. Appeals should be sent to compliance@asdan.org.uk

ASDAN's Appeals Policy can be found on the ASDAN website: asdan.org.uk/policies-regulations-and-centre-guidance

ASDAN cannot accept appeals directly from learners, their parents or third parties acting on their behalf. The centre is required to appeal on the learner's behalf.



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