

summer
2022

ASDAN qualifications approved adaptations and awarding

Centre guidance: summer 2022

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Glossary

Term	Definition
Adaptation/Adaption	Approved adaptations to the delivery and assessments introduced in autumn 2020.
EM	EM (external moderation) is the process that ASDAN uses in a traditional awarding process to review and remark the sample/evidence received from a centre. For summer 2022, this process applies to all moderations.
Equalities	This refers to not discriminating against learners because of their sex, ethnicity, disability, religion or belief or sexual orientation. Especially relevant to this guide is that learners are not disadvantaged due to their personal circumstances.
IQA	A centre's IQA (Internal Quality Assurance) is usually the process of quality assuring the assessment planning, assessing a learner's evidence to ensure that the objectives of the qualification (Assessment Criteria) have been achieved. As well as the standardisation of assessment decisions as part of the internal moderation process.
IM	IM (internal moderation) undertaken by the centre to ensure that a consistent and fair process of assessment has taken place.
Minimum Requirement	This sets out the minimum level of completion that is required to award a valid and reliable full qualification to a learner. This needs to be more than 70% of the qualification that has been completed with or without adaptations.
Partially complete	This relates to the Minimum Requirement and refers to a learner that has completed at least 70% of the entire qualification.
TAG	In the 2020/21 academic year, TAG (teacher-assessed grades) were generated by the teacher/ assessor in order to decide whether a learner had achieved the required skills and evidence to support that decision. It is not available this academic year.
Unit Accreditation	This is available to learners who do not meet the Minimum Evidentiary Threshold to be awarded full qualifications.
VCRF	Vocational and Technical Qualifications (VTQ) Contingency Regulatory Framework – regulatory requirements for VTQ qualifications.

1 Introduction

This document is intended to provide guidance to centres regarding adaptations to assessment which can be implemented by centres in the delivery of ASDAN qualifications. This guidance builds upon and replaces the guidance provided for centres in the 2020–2021 academic year.

From the 1st September 2021, all ASDAN qualifications have moved to Category A as defined in Ofqual's [VTQ Contingency Regulatory Framework](#), which means that training and assessment of all qualifications must be delivered by centres to their learners as normal, or through the use of adaptations, unless otherwise notified by ASDAN. All arrangements for estimated, calculated or teacher-assessed grades have now been removed, except for in the cases of appeals.

ASDAN recognises that there may be continued disruption to teaching and learning as we enter the 2021–2022 academic year and therefore supports the continuation of adaptations to the way assessments are delivered.

Centres must try and support learner progression as far as possible by supporting learners to access the training and assessment they require to complete their programme of learning.

ASDAN has reviewed the content of its qualifications and believes that the majority of assessments can continue to be delivered remotely or with the approved ASDAN adaptations found in the qualification-specific adaptation guides. This provides ASDAN with the confidence that there is continued coverage of the key areas of a qualification to ensure a safe award.

We have considered the purpose and function of each of our qualifications to determine whether adaptations to assessment can be made. This document provides centres with general guidance on the adaptations that are available and the suitability of selecting special considerations for learner(s) that may not be able to complete all planned assessments prior to moderation. For further information regarding updates to adaptations, as well as for specific sector guidance, centres should consult the ASDAN website at: asdan.org.uk/advice-and-support/

Centres must only implement adaptations to assessment that have been outlined by ASDAN (including within this document).

It is important to note:

- Centres can only adopt the adaptation approaches specified in the relevant qualification guides for qualifications that they are delivering. Use of any unauthorised adaptations would constitute malpractice and will be investigated in line with the [ASDAN Malpractice and Maladministration Policy and Procedure](#).
- If there are have any queries about whether an adaptation approach is appropriate, contact ASDAN before delivering any assessments using them.
- Provision is made for learner(s) that have been unable to complete all required assessments in the [Policy and Procedures for Special Considerations and Reasonable Adjustments 2022](#).

1 Introduction

1.1 Scope of learners

This guidance applies to any learner undertaking an assessment from 1 September 2021. There is currently no end date for specific adaptations, as these will be kept under review by ASDAN and removed or amended where deemed necessary.

There is an expectation however that any adaptations to assessment arrangements for 2021–2022 are **not** intended to be carried forward to 2022–2023 and beyond. Schools and colleges should be preparing to deliver full assessment for those learners due to be assessed in 2023.

Students who started their course in September 2021 (or earlier) and who have since been assessed according to the approved adaptation framework will need to have their adapted units assessed and registered with ASDAN by **31 October 2022**.

Centres can register banked units in 2022 for the 2022–2023 academic year by submitting the [Adaptation banked assessments registration form](#).

All units taught and assessed after 1 September 2022 must not have the 2021–2022 approved adaptations incorporated into the assessments as these were designed for the **2020–2022 academic years only**.

2 Guidance for assessment planning

2.1 General adaptation overview

Assessment adaptations are designed to allow centres flexibility in administering assessments within local/national guidelines, and to support them in responding to short-notice impacts caused by Covid-19.

ASDAN feels that schools and colleges are best placed to decide if they need to use adaptations. We recommend that centres plan to administer all assessments intended for 2021–2022. However, also identify in your planning which unit/s will not be suitable for your cohort in the current climate. All content must be taught as it is vital for your students' wider learning and progression.

We will ask schools and colleges to provide assurances of this. It is in the students' interests to take and bank assessments where possible. However, these adaptations are there if you need them and can apply to all students due to complete assessments during 2021–2022.

Existing flexibility is already built into the assessment conditions of some qualifications, so centres should also consider how they can be utilised in order to mitigate against logistical issues caused by the current situation.

Assessments should be completed under the standard conditions, as described in the **Qualification specification/Standards with guidance** and assessment materials. Where this is not possible, certain assessments can be adapted. Specific detail on which assessments are permitted to be adapted and the controls in place for doing so is published on the ASDAN website: [asdan.org.uk](https://www.asdan.org.uk)

We have proposed adaptation for assessments where:

- their validity will be maintained
- the scope and rigor remain unchanged
- this is manageable for centres
- the security of assessment is upheld
- it does not conflict with identified health and safety or safeguarding issues.

2.2 Assessment planning

ASDAN recognises that there may be an increased burden on teachers and assessors this academic year due to instances of lost learning, or learners who are not on track to meet their planned assessment date. ASDAN therefore encourages centres to conduct thorough reviews of assessment planning to ensure that teachers and assessors have sufficient time and resources to prepare learners for assessment. This may mean rescheduling planned assessment dates. ASDAN provides centres with flexibility regarding access to assessments due to their on-demand nature. Therefore, the rescheduling of assessment should not have a detrimental impact on learners. It is important, however, to remember that assessment planning must be a learner-centric process and centres must continue to inform learners of planned assessment dates and ensure they are supportive of the arrangements.

Centres should, wherever possible, seek to streamline their planned delivery of

2 Guidance for assessment planning

training and assessment to make the most of teacher and assessor time, without compromising the quality of assessment or of assessment evidence. The focus on training and assessment should be on **quality, rather than on quantity**. Therefore, centres are encouraged to re-examine the design of their assessment tasks to shorten, combine or strengthen them so that they cover multiple assessment criteria, wherever this is possible.

Assessors can also look at work completed by a learner so far to determine whether achievement of an assessment criteria has already been demonstrated by the learner and whether future planned assessments can be tailored towards any gaps.

2.3 Selection of units

Wherever possible, centres are encouraged to review their planned curriculum, including reviewing the selection of units planned for delivery for qualifications in which there are optional units. This is especially true in cases where units contain assessments which may be more difficult for the centre to deliver safely, such as units that contain mandatory work placements, or that require learner observation in a particular setting.

ASDAN has provided specific adaptation guidance on streamlining assessments by unit for each qualification and it is advisable that centres review this guidance so that units that are more challenging to teach and assess are carefully reviewed prior to selection. The following **adaptation guidance** can be found on the relevant course pages of the ASDAN website: [asdan.org.uk](https://www.asdan.org.uk)

- Certificate and Award of Personal Effectiveness (CoPE/AoPE)
- Employability
- Personal Progress
- Personal and Social Development
- Wider Key Skills

2.4 Assessment scheduling

Centres will appreciate that at present, plans to deliver training or assessment may be disrupted at any time and at very short notice. For this reason, ASDAN encourages centres to carefully schedule the delivery of training and assessment to allow learners to obtain banked achievements on an **ongoing basis, rather than 'end-loading' assessment** until the end of the academic year or the end of a learner's course, wherever possible.

Centres should ensure that these assessments are assessed internally and internally quality assured, where this has been identified by the centre's internal quality assurer. Prioritising the delivery of assessments that are less challenging does not necessarily mean that the centre does not need to adapt or attempt delivery of the more challenging assessments, especially where these are mandatory for a learner to obtain a qualification. Learners must still be assessed in line with all of the requirements of the qualification. It does mean however, that if a learner has further disruption to their access to assessment, or is no longer able to engage in

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assessment for any reason, they will have banked assessments to put them in the best position for any special considerations or alternative arrangements.

Centres must ensure that they keep full, accurate and auditable records of all planned and completed assessment activities. Although not mandatory, ASDAN actively encourages centres to store these electronically as this will support both internal and external quality assurance activities. **All assessment records such as assessment plans and checklists, must state clearly where assessments have been adapted.**

2.5 Delay of assessments

Where a learner is not able to access an assessment, even through adaptations, centres must delay the specific assessments that cannot be accessed. Centres must continue to support learner progression as far as possible and are encouraged to claim for any completed assessments to allow learners to bank assessments.

ASDAN will issue unit certification for any learner who has partially completed their qualification. Centres must also consider whether the learner is eligible for the award of a smaller-size qualification, such as claiming for an Award instead of a Certificate.

ASDAN encourages centres to discuss individual cases with the Compliance Team (compliance@asdan.org.uk) where they require further advice.

ASDAN will support centres as far as possible, in line with Ofqual's Regulatory Framework, to ensure as many learners as possible are able to obtain a result for their qualifications at the point that they would have reasonably expected to receive it without the disruption.

However, ASDAN also has a regulatory responsibility to ensure that qualification standards are maintained and can only award results based on appropriate and sufficient assessment evidence.

Therefore, where a practical assessment cannot be completed, or if there is insufficient evidence to allow the determination of a valid and reliable result, centres will be required to delay assessment.

2.6 Special considerations and reasonable adjustments

ASDAN has revised the **Special consideration policy** to specifically address the potential impacts of Covid-19 on learners. This will take into consideration both individual and cohort-level mitigations to those whose performance is impacted, or who are unable to complete the assessments at all.

Alongside revisions of our existing special consideration processes, we have made provisions for instances where learners are unable to complete assessments due to Covid-19. This provision is called the **Exceptional assessment adaptation** and is provided in the **Special considerations policy**.

The special consideration provision uses an **agreed minimum requirement** of available learners' evidence, other completed assessments, and tutor observations

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to establish an appropriate result. Where this minimum requirement is not met, special consideration will not be applied, and learners will need to resit assessments.

As stated previously, in the case of an on-demand assessment, where a learner's performance is likely to be affected by circumstances beyond their control, the assessment should be rescheduled. However, if this is not possible, the centre should contact ASDAN if uncertain that special consideration is an option.

To apply directly, complete the [Special considerations application form](#) and email it to compliance@asdan.org.uk as soon as possible.

Examples of whether the learner(s) is/are eligible to apply would be:
<p>1 Some of our learners have only been able to complete some of the tasks within an assessment unit due to disruption or adverse circumstances. Can I apply for special considerations?</p>
<p><i>If that is the case, the centre should check whether any permitted adaptations would be appropriate or useful to allow the learner(s) to complete the assessment in the first instance before applying for special consideration.</i></p>
<p>2 My learner has completed, or is predicted to complete, more than 80% of the required units/credits to be awarded the full qualification. Will they be eligible for special considerations?</p>
<p><i>Please check to see if the assessment can be rescheduled or completed with another unit to remove duplication before considering special considerations. If this is not possible, then special considerations could apply.</i></p>
<p>3 Despite all efforts to catch up on lost teaching and assessment in 2020, 2021 and 2022, the learner(s) has/have not been able to complete 2020 or 2021 planned units and only have formative evidence with witness statements (they were not able to complete summative activities for no more than 30% of the planned units). Can I apply for special considerations?</p>
<p><i>If this is the case, the centre should check whether there is sufficient evidence of formative evidence before applying for special consideration for one or two assessment units.</i></p>
<p>4 Can I decide to focus on completing the planned assessments from now until our planned moderation date in June 2022 and apply for special considerations for the incomplete units from 2021?</p>
<p><i>All time left in the academic year should be spent on quality and not quantity, in other words ensure that all teaching has taken place and has a focused approach to assessing core units and 2022 planned units. Special consideration will be appropriate for units that have not been assessed in full in 2021 and that are probably not going to be incorporated in the 2022 assessment schedule.</i></p>

2 Guidance for assessment planning

Centres must continue to consider and apply for special considerations and reasonable adjustments from ASDAN where they believe that these are required.

ASDAN will consider special considerations where it can be confident that the integrity of assessment is not compromised or where it does not provide a learner with an unfair advantage or disadvantage over their peers. For further information, please refer to the [ASDAN reasonable adjustments and special consideration policy and procedure](#).

3 General adaptations to assessment

When considering what, if any assessment adaptations are appropriate/required, centre assessors must complete the following steps:

- Review the assessments each learner needs to complete for their qualification level and size and identify that will require adaptation.
- Record this in the learners' assessment plans and on the assessment checklist that accompanies the portfolio. See **guidelines on submitting a portfolio for external moderation** (section 4.3, page 14).

In administering assessments, centre assessors must:

- Review all the evidence, make sound assessment decisions and clearly record these, for all assessments, whether they are adapted or not.
- Clearly record which assessments have been adapted and which adaptation approach was taken.

3.1 Portfolio-based assessments

ASDAN provides centres with great flexibility in the design and delivery of their own assessments, which must be designed to meet the assessment requirements as detailed within the individual qualification specifications.

A portfolio of evidence should contain evidence generated by the learner, which is assessed by the centre to show the meeting of the ASDAN assessment criteria. ASDAN encourages centres to consider how they might use alternative approaches to the generation and collation of learner evidence within a portfolio, which they may not currently make use of, for example:

Multiple-choice and short answer questions

Centres may wish to look at designing tasks such as short response or multiple-choice tests to allow assessment of learners' knowledge. Short answer questions allow learners to demonstrate the extent and depth of their knowledge and skills and, as they do not fall under examination requirements, they can easily be delivered remotely and through online platforms. Using multiple-choice or short answer questions may not meet the principles of assessment on their own however, it may be a useful assessment tool to triangulate with other forms of evidence.

Two-way discussions

A two-way discussion between a learner and their assessor, which can be used to assess a learner's in-depth understanding of their experience and knowledge. Centres are encouraged to utilise these discussions to build and enhance evidence already provided or demonstrated by the learner, including real work activities, practical tasks, a case study, project or some other form of assessment. These can be recorded as witness statements and observation records.

3 General adaptations to assessment

Video and photographic evidence

Videos (and in some cases photographs) can be used as appropriate assessment evidence for recording an individual conducting an activity, usually where competency skills are the focus of the assessment. Centres are actively encouraged to make use of video and photographic evidence as this can be assessed remotely. It is important that both video and photographic evidence is supplemented with a narrative by the learner of what they are doing and why. Centres must also consider the **authenticity of evidence** as well as ensuring that the work can be attributed to the learner. Therefore, photographic evidence should clearly identify the learner with an annotation by the teacher/assessor as to what the photograph evidences.

Expert witness testimonies

Where direct observation is not permitted or is not practicable due to localised or national restrictions, expert witness testimonies can be obtained by centres to confirm the observation of learner competence within the workplace, over time. Centres should ensure they give the required considerations for the competency of the witness themselves and the currency of the evidence. In all cases, the witness' testimony must be in relation to the learner's performance, which has been directly observed by the witness to show competence.

Simulation

Where a learner cannot gain access to a venue or workplace required to carry out a task due to Covid-19 restrictions, a simulation of the real-world task could be considered by the centre. This could include role play or mock interviews/scenarios or simulating a sports day at the centre. Simulations may also be carried out remotely and be facilitated by electronic means (such as Microsoft Teams or Zoom).

3.2 Implementing adaptations

When considering adaptations to an assessment, centres and schools must ensure that adaptations are permitted by ASDAN for the particular qualification in question and that adaptations are in line with the guidance provided in this document. Centres must also ensure that any amended assessment methods are:

- **Valid** – they assess what they intended to. This can be ensured by mapping new methods and tasks to learning outcomes and assessment criteria.
- **Reliable** – that methods produce comparable results irrespective of where or when they are applied.
- **Sufficient** – evidence should be gathered from a variety of sources, where possible.

This may be evidence that has already been generated or may involve assessors providing learners with additional and alternative opportunities to demonstrate their competence, knowledge and understanding through a range of reasonable and practicable alternative activities.

3 General adaptations to assessment

Adaptations to assessment documented by ASDAN do not need prior authorisation for their use although centres must, as always, keep full assessment and internal quality assurance records for external quality assurance purposes. This includes ensuring noting on assessment documentation which adaptations have been used and how.

4 Quality assurance

All adapted assessments must be subject to the same quality assurance standards as usual assessments. This section details generic guidance for all adaptations and therefore centres must also ensure they consult the specific sector guidance for any quality assurance requirements for individual qualifications within their provision.

4.1 Internal quality assurance

Prior to assessment taking place, Internal Quality Assurers (IQAs) must ensure adapted assessments are valid and appropriate through carrying out the pre-verification of assessment tasks. In a centre adapting an assessment (in line with ASDAN guidance), the IQA must ensure that the task is reviewed, deemed appropriate and is inclusive to learners for all needs and does not hinder learners attainment of the ASDAN assessment evidence requirements.

ASDAN strongly recommends that IQAs increase their sample for adapted assessments, especially where there are new assessors. It is important that all cases where adapted assessments are used are clearly logged and are identifiable for external quality assurance purposes.

IQAs must also support their team of assessors in any learning, development or training needs they may have due to switching to remote delivery and assessment. This also includes ensuring best practice is shared across the centre and that regular standardisation activities take place. See the [ASDAN qualifications internal quality assurance guidance](#) which contains templates and advice on IQA best practice.

Records of pre-verification of assessment tasks must be stored for external quality assurance purposes and included in the [Internal moderators report](#).

4.2 External quality assurance

Adapted assessments will fall into ASDAN's standard practices regarding external quality assurance. The practices of the centre and the actual evidence itself will be externally quality assured by the centre's allocated External Quality Assurer (EQA) for that moderation with the same vigor as assessments that have not been adapted.

This is due to the requirement that adapted assessments must continue to meet all assessment requirements.

ASDAN will continue to offer both external moderation and support visits remotely. Centres are encouraged to contact their Regional Manager directly if they require information, advice or guidance.

4.3 Guidelines on submitting a portfolio for external moderation

Learners are required to develop a portfolio of evidence which demonstrates that they have successfully met all of the requirements of the relevant units at the appropriate level.

4 Quality assurance

IQAs are required to provide evidence that assessment principles have been applied appropriately and that a quality review of the assessment has taken place.

When the learner has completed their portfolio and the relevant IQA functions have concluded, the files must be sent to the assigned EQA to moderate and evaluate the submission in order for the qualification to be awarded. In order for this to take place, the following should be presented in this order:

- 1 A cover page in front of the learner's portfolio that clearly identifies both the centre and learner name as well as the qualification name and level/s submitted as well as centre coordinator's name.

N.B. Should the learner have an agreed (or applied for) special consideration in relation to Covid-19, please indicate this on the front cover and ensure details are provided on the **Assessment Checklist**.

- 2 The mandatory recording documents, for example an **Evidence Transcript** (for PP2020), a **Unit Transcript** (for PP2012) and **Assessment Checklists**, which record the location of evidence in the portfolio and facilitate ongoing monitoring and assessment.

N.B. If the centre has an alternative method of recording the assessment of portfolio evidence, this may be substituted as long as it serves the same functions as the ASDAN form and its use has been agreed with the External Moderator in advance.

- 3 Supporting documents, such as **Access arrangements – Reasonable adjustments and Special consideration** or **assessor declarations** that support the learner's evidence.
- 4 The learner's evidence in the order listed on the Assessment Checklist with relevant page numbers.
- 5 Separate to the learner's portfolios, all IQA documents which include:
 - The final internal moderation report with details of standardization.
 - Assessment plans for each adapted unit.
 - Assessment plans for non-adapted units (if no adaptations to assessment have been made) for at least three units.

N.B. The centre must send only the learner's work identified in the sample. Centres submitting work for external moderation after the specified date for the receipt of sample portfolios will be charged a fee for a late entry.

4.4 Appeals

Learners who complete adapted assessments will have the same access to the **ASDAN Appeals Policy and Procedure** as learners who have completed usual assessment. Centres must ensure that their learners are aware of their right of appeal. For more details on appeals see the [ASDAN Appeals Policy for VTQ qualifications](#).

5 Special consideration supporting evidence

Checklist for partially achieved/missing units

Evidence	Optional/ mandatory	✓
Delivery and non-assessed evidence (evidence that the incomplete/missing percentage of the qualification was taught)		
Teaching plan/schedule	<i>At least one of these per incomplete unit/ component per learner</i>	
Attendance registers		
Formative activities		
Class notes by teacher on the learner's performance and participation		
Class notes by the learner made during teaching periods (student book)		
Online tests used as a warm-up activity		
Partially completed summative activities		
Expert witness statements		

6 Quality assurance checklist

Checklist for submitting moderation documents

Evidence	Optional/ mandatory	✓
Assessment evidence for both fully complete and partially completed units		
Assessment plans highlighting any adaptations	Mandatory	
Evidence that the core/mandatory sections of the qualification have been completed	Mandatory	
Assessment checklist for each learner with page numbers	Mandatory	
Learner evidence in order of Assessment checklist	Mandatory	
CoPE Level 1–3 and student book for AoPE Level 1–3 (or PDP)	Mandatory	
PP – Evidence Transcripts 2020 or Unit Transcripts 2012	Mandatory	
Employability – mandatory core units complete	Mandatory	
Internal moderation evidence		
Internal moderation report	Mandatory	
Evidence that the centre standardised the results (by comparing the evidence to previous cohorts and multiple assessors – can be included in the IM report)	Mandatory	
Internal moderation action follow-up to assessors	Optional	
Minutes of the IM meeting	Optional	



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