



Assessment planning

Guidance for ASDAN qualifications

March 2022

Assessment planning

Guidance for ASDAN qualifications

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Planning for assessment

ASDAN centres are required to show evidence of assessment planning as part of the centre approval process. Assessment plans are necessary in order to:

- differentiate between teaching/learning and assessment
- ensure candidates know why they are doing activities and what they will be assessed on
- enable ASDAN to assure regulators that centres have appropriate plans for assessment

Principles of assessment

ASDAN must ensure that its qualifications are credible with users, partner organisations and the wider community, and that they provide nationally and internationally recognised standards of attainment. This means that all assessment methods, whether internally or externally assessed must meet our principles of assessment.

All ASDAN assessments must be:

- ✓ **Valid** – does the assessment measure what it is supposed to?
- ✓ **Reliable** – does the assessment show the same results over time?
- ✓ **Practicable** – is it easy to construct, administer, mark and interpret?
- ✓ **Equitable and fair** – is the assessment free of any aspects that would disadvantage a learner because of their gender, race, disabilities, etc?

This guide is structured around these principles and shows how they can be applied to ensure that your assessments meet ASDAN's principles of assessment and meet national standards.

Ensuring validity

Validity is a measure of the accuracy of an assessment. An assessment is valid when it:

- ✓ is appropriate for its purpose
- ✓ has been designed to allow candidates to show that they have the required knowledge, understanding and skills to meet the standards of the qualification
- ✓ allows all assessors to make reliable assessment decisions
- ✓ allows the interpretation and inferences, which can be drawn from the assessment outcomes to be meaningful and justifiable

Validity must be ensured at each stage of the assessment process.

The assessment planning process



Stage 1: Prepare

Get to know the specification

Centres should be familiar with the qualification units and their specific requirements, as set out in the unit assessment criteria. This allows you to identify the knowledge, understanding and skills that are to be assessed. An important element of valid assessment is to know what is required by the unit specification (standards).

Further guidance on fulfilling the unit specification can be found in the qualification centre handbook or guidance sections of the standards with guidance.

The differences between levels

It is important that centres understand the differences between levels, to ensure that assessment plans will enable candidates to meet the required standard at their chosen level. Centres should familiarise themselves with the differences in the assessment criteria at different levels (eg between Levels 1 and 2) and plan their assessments accordingly.

Qualification specifications are available to download from the qualifications course pages of the ASDAN website: asdan.org.uk

Identify appropriate assessment opportunities

As assessment is the process of evaluating an individual's learning, you should always consider the role of the assessment in a programme of learning. ASDAN provides resources that show examples of assessment opportunities for qualification units:

Qualification	Assessment resources available
AoPE	<ul style="list-style-type: none">• Student books• Recording documents (eg plan, do, reviews)
CoPE	<ul style="list-style-type: none">• Student books• Recording documents (eg plan, do, reviews)
Employability	<ul style="list-style-type: none">• Unit activities• Resource sheets
PSD (Personal and Social Development)	<ul style="list-style-type: none">• Unit activities• Controlled challenges (Levels 1 and 2 only)
Personal and Social Effectiveness	<ul style="list-style-type: none">• Summative C challenge briefs• Project forms (units DP1 and DP2 only)
Personal Progress	My Independence programmes could be used to provide activities and opportunities for assessment.

Assessment resources are available to download from the qualifications course pages of the ASDAN website: asdan.org.uk

Stage 1: Prepare

Identify appropriate assessment methods

The assessment methods will vary depending on what is being assessed – knowledge or performance. The assessment method and the level the candidate is working at will influence the evidence required.

It is important to know what level the candidate is working at and has previously attained. This should shape the assessment activity and method that is selected for both the candidate and the cohort.

ASDAN qualifications are available at six different levels: Entry Levels 1, 2 and 3 and Levels 1, 2 and 3. All ASDAN qualifications have a difficulty level. The higher the level, the more difficult the qualification.

Entry level

Qualifications at this level recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills.

Entry level qualifications cover three sub-levels: Entry 1, 2 and 3. Entry level 3 is the most difficult.

Levels 1, 2 and 3

Qualification level	What they entail
Level 1 Similar to having a GCSE at grades D–G or 1–3.	<ul style="list-style-type: none">• basic knowledge and skills• ability to apply learning with guidance or supervision
Level 2 Similar to having a GCSE at grades A*–C or 4–9.	<ul style="list-style-type: none">• good knowledge and understanding of a subject• ability to do a variety of tasks with some guidance or supervision
Level 3 Similar to an AS or A level*	<ul style="list-style-type: none">• ability to gain or apply a range of knowledge, skills and understanding at a detailed level• appropriate if the candidate plans to go to university, work independently – this level requires independent assessment evidence and not ambiguous group work

* AS levels and A levels are both Level 3. Traditionally AS levels are studied over one year and A levels over two years, so the candidate learns more about the subject at A level.

Stage 1: Prepare

Assessment of knowledge

Level	Assessment method	Suitable types of evidence
<ul style="list-style-type: none"> • Entry 1 • Entry 2 • Entry 3 • Level 1 • Level 2 • Level 3 	Oral questioning: <ul style="list-style-type: none"> • discussion • interview • quiz 	<ul style="list-style-type: none"> • Discussion checklist • Professional discussion record • Interview notes • Witness statement • Audio recordings with timeline • Record of answers given
<ul style="list-style-type: none"> • Entry 2 • Entry 3 • Level 1 • Level 2 • Level 3 	Written questioning: <ul style="list-style-type: none"> • essay format • quiz • test 	<ul style="list-style-type: none"> • Essay • Worksheet • Quiz answer sheet • Multiple-choice answer sheet • Test answer sheet • Online test score sheet • Certificate
<ul style="list-style-type: none"> • Entry 1 • Entry 2 • Entry 3 • Level 1 • Level 2 • Level 3 	Product review	<ul style="list-style-type: none"> • Product itself (eg poster, leaflet, budget) • Reports produced by candidate

Assessment of performance

Level	Assessment method	Suitable types of evidence
<ul style="list-style-type: none"> • Entry 1 • Entry 2 • Entry 3 • Level 1 • Level 2 • Level 3 	Observation: <ul style="list-style-type: none"> • simulation/role play • work placement • presentation 	<ul style="list-style-type: none"> • Witness statement • Peer statements • Observation checklist • Video with commentary • Audio with commentary • Annotated photograph
<ul style="list-style-type: none"> • Entry 1 • Entry 2 • Entry 3 • Level 1 • Level 2 • Level 3 	Product review	<ul style="list-style-type: none"> • Product itself (eg DT object, artwork) • Annotated photograph of the product • Screenshots from video of product with commentary

Stage 2: Develop

Write assessment plans

It is good practice to draw up an assessment plan that aligns the unit learning outcomes with the learning process and the acquisition of knowledge and skills, and indicates how and when the unit will be assessed. In a course or programme of learning consisting of a number of units, it is likely that a range of assessment methods will be used.

The full plan should be shared with all assessors and internal moderators, while candidates should also be given relevant information.

An assessment plan should address most, if not all of the following points. It should:

- ✓ provide a calendar or timetable for unit assessment
- ✓ name the assessment methods to be used
- ✓ provide a rationale for your chosen assessment methods to ensure that the skills, knowledge and understanding defined in the units will actually be assessed
- ✓ allocate units to particular assessors (if appropriate)
- ✓ describe how the assessments are to be administered, taking account of practical issues
- ✓ note arrangements that need to be made to take account of additional support needs
- ✓ note arrangements that need to be made to take account of prior learning
- ✓ describe the measures to be taken to ensure that the evidence produced is authentic and current
- ✓ describe how and when requirements for record-keeping and quality assurance processes will be met
- ✓ identify points for a review of assessment practice and its impact on candidates

Think about the number of assessments

In ASDAN qualifications, it is not necessary to design an assessment activity to assess each learning outcome or assessment criterion separately. ASDAN encourages a combined approach that allows evidence for a range of learning outcomes or assessment criteria within or across more than one unit to be gathered. This approach can:

- take less time
- avoid over-assessment and improve motivation
- make the assessment process more meaningful for candidates
- facilitate moderation
- give assurance of overall competence
- benefit learning

A combined assessment can arise from identifying similar assessment requirements in different units, so a carefully chosen assessment method will remove the need for duplicate assessment.

Stage 2: Develop

Alternatively, you may be able to identify an overarching task that allows evidence for a range of learning outcomes within or across more than one unit to be gathered by a single coherent activity.

If you are developing an assessment across units, you must be sure that the content of the units is sufficiently related to make the assessment coherent and meaningful to learners. Some assessment methods lend themselves more easily to combining learning outcomes and units than others.

Centres must also take care to ensure that combining assessments does not make the assessment task more difficult for the candidate, by creating higher levels of demand than would be required in separate assessments.

The activities of a combined assessment should be included in an assessment plan and cross-referenced back to the learning outcomes. This will help to ensure that all learning outcomes of all the units have been achieved.

Consider the candidate

The following questions may help centres to reflect on ways to involve candidates in the assessment process. This will encourage a sense of ownership of their learning.

- Does the assessment match the sequence of knowledge acquisition and skills development in the learning or training programme?
- Have you avoided excessive assessment by considering candidate workloads, both within and across subjects?
- Have you reduced over-assessment by finding opportunities to combine assessments?
- Is the time required for assessment realistic?

To ensure that your assessments are equitable and fair, you should also consider these questions:

- Does the assessment offer all candidates an equal opportunity to demonstrate their attainment?
- Are the scenarios or contexts in the assessment open and accessible to all candidates?
- Could any part of the assessment or the assessment itself have an adverse impact on disabled candidates or any other groups?
- Does any illustrative material used in the assessment reflect an inclusive view of society and promote equality?

Stage 2: Develop

Develop an assessment

Provided that centres have considered all the points above, they should be confident that the choice of assessment will:

- allow candidates to produce sufficient evidence of the skills, knowledge and understanding specified in the unit to ensure coverage of the learning outcomes
- allow candidates to produce evidence that can be measured against the standards specified in the unit
- ensure that the demand of the assessment matches the Regulated Qualification Framework (RQF) level of the unit – guidance on level descriptors can be found at: gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications#level-descriptors
- allow integration of assessment where possible
- be accessible to all candidates who have the potential to achieve the unit, including disabled candidates and/or those with additional support needs
- be able to be carried out effectively and efficiently within the resources of your centre

Assessment plan templates

ASDAN provides  **Assessment plan templates** to support centres in planning assessments for ASDAN qualifications. These templates are specific to each qualification, unit and level with the unit assessment criteria in place.

Assessment plan – CoPE Level 1					
Planning and Carrying Out a Piece of Research					
Outcome:	Assessment criteria	Assessment activity/opportunity	Assessment method	When	Evidence
R1.1 Research into a special area of interest, with help from an appropriate person	1.1.1 Identify a broad area of interest and divide it up into different sections				
	1.1.2 Choose one of these sections and plan how to carry out the research				
	1.1.3 Agree where to get information for research				
R1.2 Carry out the research, using help as required	1.2.1 Follow the research plan				
	1.2.2 Keep a record of sources of information and of research activities				
	1.2.3 Show an understanding of the chosen subject by describing what was learnt				
R1.3 Present research to others in a suitable way, using help as required	1.3.1 Prepare for presenting the research				
	1.3.2 Present the research using a suitable method				
	1.3.3 Review the presentation with a suitable person				
Created by:	Job role: (eg teacher, assessor, internal moderator)			Date:	
Agreed by:	Job role: (eg lead internal moderator, quality manager)			Date:	
Approved by:	ASDAN Job role: (eg quality manager, compliance officer, EQA)			Date:	

 ASDAN

CoPE_AP_R1 © V2_2021

Stage 2: Develop

Centres may find it helpful to use the  **Assessment planning checklist** to support this process.

Centres can also access  **Completed examples** of assessment plans for a range of units and levels, for guidance on what a finalised assessment plan could contain.

Assessment planning checklist

ASDAN qualification:																																																														
Unit:																																																														
Title of project:																																																														
Criteria																																																														
Is the project/context that is	<div style="text-align: center;"> <p>Employability: Entry 2</p> <p>Assessment plan: completed example</p> <p>Centre name: ASDAN Centre number: 10856</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: left;">Assessment plan – Employability Entry 2 Health and safety in the workplace</th> <th colspan="2" style="text-align: right;">Credits: 2</th> </tr> <tr> <th style="width: 20%;">Outcome:</th> <th style="width: 20%;">Assessment criteria</th> <th style="width: 20%;">Assessment activity/opportunity</th> <th style="width: 10%;">Assessment method</th> <th style="width: 10%;">When</th> <th style="width: 10%;">Evidence</th> </tr> </thead> <tbody> <tr> <td>HSWE2.1 Understand why it is important to follow health and safety instructions in the workplace</td> <td>E2.1.1 Give a reason why it is important to follow health and safety instructions in the workplace</td> <td>Discussion about H and S in the workplace. 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Can the learn resources?																																																														
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Does the proj afford equal o																																																														
Created by:																																																														


Assessment planning checklist | © ASDAN March 2022

Stage 2: Develop

Evaluate assessment plans against the specification

Once an assessment plan has been written, it is important to evaluate the assessment opportunities, assessment methods, time frame and evidence against the unit specification. This acts as a final check to ensure that the planned assessments will enable candidates to meet the full requirements of the units.

Stage 3: Review

Agree and finalise assessment plans

All assessment plans should be created as part of the centre's teaching and assessment planning and before the first unit is taught to students. It is recommended that both the teacher/assessor and internal moderator work together on the assessment plan so that there is shared understanding of how the assessment criteria is going to be assessed.

Once there is agreement from both the teacher/assessor and internal moderator, the assessment plans can be finalised for use.

ASDAN will ask for at least three assessment plans (per qualification) to be produced for scrutiny as part of the centre approval process, before the centre is allowed to start delivering the qualification. ASDAN will review the sampled assessment plans and comment on whether the plans will enable candidates to be successfully assessed for the units delivered by the centre. ASDAN will provide advice and guidance to address any areas of concern identified during the review.

The table at the bottom of each assessment plan must be completed to show:

- Who the plan was **created by** – their name, job role (eg teacher, assessor, internal moderator) and the date it was created
- Who the plan was **agreed by** – their name, job role (eg lead internal moderator, quality manager) and the date it was agreed
- Who at ASDAN the plan was **approved by** – their name, ASDAN job title (eg quality manager, compliance officer, EQA) and the date it was approved

Ongoing review of assessment plans

Assessment plans must be continually reviewed to ensure they remain fit for purpose and meet the needs of the current cohort.

Assessment plans are submitted with candidates' portfolios for external moderation to ensure that the evidence provided matches with the centre's plans for assessment. Centres should review moderation feedback in relation to the suitability of their assessments and update assessment plans as required.

Assessment planning resources

ASDAN has provided resources to support centres in planning their assessments.

These resources are available to download from the qualifications course pages of the ASDAN website: asdan.org.uk

Assessment plan templates

These templates can be used to plan assessments for ASDAN qualifications. The templates are specific to each qualification, unit and level.

Assessment planning checklist

This checklist can be used to support the process of writing an assessment plan. It is generic and can be used for any qualification or unit.

Completed examples of assessment plans

Completed examples are available for a range of units and levels, to provide guidance for centres on what is required and acceptable.

Assessment planning checklist

ASDAN qualification:	
Unit:	Level:
Title of project/task/assessment activity:	
Criteria	Comments
Is the project/task/assessment activity set in a context that is relevant to the learner?	
Is the project/task/assessment activity interesting to the learner?	
Is the project/task/assessment activity clear and explicit?	
Are there opportunities to meet the required standards?	
Is there scope for the learner to work at the appropriate level?	
Can the learner easily understand the language?	
Can the learner demonstrate an appropriate degree of independence and choice?	
Can the learner easily access any necessary resources?	
Is the timescale for completing the project/task/assessment activity realistic?	
Does the project/task/assessment activity afford equal opportunity for all learners?	
Created by:	Job role:
	Date:

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Certificate of Personal Effectiveness: Level 1
Assessment plan

Centre name: _____ Centre number: _____

Assessment plan – CoPE Level 1 Planning and Carrying Out a Piece of Research	Assessment criteria	Assessment activity/opportunity	Assessment method	When	Evidence
R1.1 Research into a special area of interest, with help from an appropriate person	R1.1.1 Identify a broad area of interest and divide it up into different sections. R1.1.2 Choose one of these sections and plan how to carry out the research. R1.1.3 Agree where to get information for research.				
R1.2 Carry out the research, using help as required	R1.2.1 Follow the research plan. R1.2.2 Keep a record of sources of information and of research activities. R1.2.3 Show an understanding of the chosen subject by describing what was learnt.				
R1.3 Present research to others in a suitable way, using help as required	R1.3.1 Prepare for presenting the research. R1.3.2 Present the research using a suitable method. R1.3.3 Review the presentation with a suitable person.				

Created by: _____ Job role: (eg teacher, assessor, internal moderator) _____ Date: _____
 Agreed by: _____ Job role: (eg lead internal moderator, quality manager) _____ Date: _____
 Approved by: _____ ASDAN Job role: (eg quality manager, compliance officer, EOA) _____ Date: _____

ASDAN CoPE_AP_R1 © V2_2021

Employability Entry 2
Assessment plan: completed example

Centre name: ASDAN Centre number: 10856

Assessment plan – Employability Entry 2 Health and safety in the workplace	Assessment criteria	Assessment activity/opportunity	Assessment method	When	Credits: 2 Evidence
HSWE2.1 Understand why it is important to follow health and safety instructions in the workplace	E2.1.1 Give a reason why it is important to follow health and safety instructions in the workplace	Discussion about H and S in the workplace. Candidate completes first part of p1 of Resource sheet	Oral questioning Review of Resource sheet	By mid Oct.	Resource sheet
HSWE2.2 Know the fire procedure in own organisation	E2.2.1 Describe what to do if the fire alarm goes off	Candidate provides at least three images of common safety signs in the centre and gives meaning. Candidate identifies at least two examples of protective clothing. Candidate completes second part of p1 of Resource sheet	Review of Resource sheet and other evidence	By mid Oct.	Resource sheet Annotated photos
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HSWE2.4 Be able to follow health and safety procedures and instructions to complete tasks safely	E2.4.1 Follow the health and safety procedure they have been given when carried out a task. E2.4.2 Use tools or equipment safely. E2.4.3 Follow instructions to keep their work area clean and tidy				

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