



ASDAN Foundation Project Qualification

Level 1

Qualification specification

ASDAN Level 1 Foundation Project

Qualification: Qualification specification

Document review history

Version and date	Change detail	Section
V1 July 2026	Document created	All
V1.1 July 2026	References to NI removed	Qualification summary, 4. Performance points and funding

Associated documents

This document is intended for use by current and prospective ASDAN centres.

So that centre staff delivering, assessing and quality assuring ASDAN qualifications fully understand their responsibilities and ASDAN's expectations, this qualification specification document should be read in conjunction with the following documents:

- Appeals policy and procedure
- Centre agreement
- Centre auditing policy
- Centre policy and procedure guide
- Conflict of interest policy
- Equity, diversity and inclusion policy and procedure
- Malpractice and maladministration policy and procedure
- Reasonable adjustments to assessment policy and procedure
- Registration and certification policy
- Retention of assessment materials policy
- Safeguarding incident policy
- Sanctions policy and procedure
- Special considerations policy and procedure
- Withdrawal policy and procedure

Qualification summary

Sector subject area	14.1 Foundations for learning and life
Age group approved	14+
Entry requirements	None
Assessment types	Portfolio
Grading scale	A*, A, B, Unclassified
Delivery language(s)	English
Availability	England, International
Operational start date	1 September 2026
Review date	31 August 2028

Queries regarding the delivery, assessment or internal quality assurance of ASDAN qualifications should be sent to info@asdan.org.uk in the first instance.

Qualification summary

Qualification name	Qualification number	Guided learning hours (GLH)	Total qualification time (TQT)
ASDAN Level 1 Foundation Project Qualification	610/7720/3	60	60

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1. About ASDAN

ASDAN is an education charity and awarding organisation providing courses, accredited curriculum programmes and regulated qualifications to engage, elevate and empower learners with diverse needs.

ASDAN creates accessible, high quality and impactful courses, programmes and qualifications, and works with partner educators to foster the personal, social and work- related abilities of learners with diverse needs.

ASDAN believes that learners should have the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities.

ASDAN supports a wide variety of settings across the UK and internationally, including mainstream and special schools, further education colleges, pupil referral units, local authorities, and community organisations. See more at: asdan.org.uk

2. Qualification overview

2.1 Qualification purpose

This qualification embeds and integrates the ASDAN core skills through the design, management and production of a project in an appropriate context (including work). The qualification also provides links to other ASDAN qualifications in Personal Effectiveness and embeds the skills related to personal and social development and employability which are valued for progression.

The qualification can be used to support learners on programmes such as GCSE or Level 1 and Level 2 vocational qualifications to embed core personal and social development and employability skills within subject, vocational or occupational specialist knowledge, skills and understanding.

The ASDAN Level 1 Foundation Project Qualification (FPQ) enables learners to:

Project aims	Link to ASDAN core skills
Develop and apply skills	Learning, communicating, thinking
Develop as inquisitive and independent learners	Learning, thinking, self awareness, decision making
Be inspired by new areas and/or methods of study	Learning, thinking, self awareness
Plan and review their learning	Learning, decision making, thinking
Use their learning experiences to support their personal aspirations for further study and/or career development	Learning, thinking, self awareness, team working

Develop, where appropriate, as digitally (electronically) confident learners and apply appropriate technologies in their studies	Learning, thinking, team working, communicating
Transfer skills developed as part of their project to other areas of study	Learning, thinking, communicating, decision making, team working, self awareness

2.2 Who are these qualifications for?

The ASDAN Level 1 Foundation Project Qualification is typically suited to learners aged 14 to 16. Centres may start the teaching and learning for this qualification with learners below Year 10, however learners should be aged 14 at the time when their centre mark is submitted for award.

ASDAN's Level 1 Foundation Project Qualification is not available to private learners.

2.3 Entry requirements

There are no entry requirements for this qualification.

Centres must carry out effective initial assessment of learners to determine whether they are ready to undertake the ASDAN Level 1 Foundation Project Qualification, prior to registering each learner.

2.4 Progression opportunities

Learners could progress to:

- the ASDAN Level 2 Higher Project Qualification
- another ASDAN qualification that develops additional skills at the same or a higher level, education or training at a higher level with another provider (eg from school to college, or college to higher education), such as an ASDAN Personal Effectiveness Qualification
- a work placement
- employment

3. National Standards and curricula

ASDAN's Level 1 Foundation Project Qualification can be completed alongside other national qualifications at the same or a similar level, eg GCSEs or vocational qualifications at level 1 or level 2, or can be completed independently of any other qualification. The FPQ must form part of a planned programme of study.

The FPQ is intended to provide an opportunity for learners to focus on an area of learning of particular interest to the learner so is not aligned to a specific National Curriculum subject. Project qualifications are designed to support the development of general skills such as learning, critical thinking, communicating, decision making and self-awareness, and to extend learning beyond anything that is covered in another programme of study or qualification.

Foundation Project Qualifications are aligned to the national qualifications framework and regulatory standards ([Ofqual's Project qualification-level Conditions and requirements](#))¹

¹ gov.uk/government/publications/project-qualification-level-conditions-and-requirements

4. Performance points and funding

ASDAN's Level 1 Foundation Project Qualification is funded in England.

Centres should check the current details for funding and performance points when planning their curriculum.

Information about qualifications regulated by Ofqual can be found on the [Register of Regulated Qualifications](#)¹

Information about funding eligibility, for qualifications regulated by Ofqual, can be found on the [List of qualifications approved for funding](#)²

5. Qualification structure

5.1 Qualification structure

The Foundation Project Qualification requires learners to be taught project skills including planning, research, study, organisation/project management and presenting. The taught element of the FPQ does not contribute to the final mark.

In addition to the taught element of the FPQ learners must carry out a piece of independent work that is supervised, monitored and assessed by the centre. Marks are awarded for specified aspects of the independent work, detailed in the assessment objectives below.

5.2 Guided learning hours

ASDAN's Level 1 Foundation Project Qualification requires a total of 60 guided learning hours.

The qualification includes teaching of the necessary skills, supervision and assessment of the learners' progress. The time to be spent on each element of this qualification is shown below:

	Hours	%
Taught element	30 hours	50%
Independent learning, supervision and review	30 hours	50%

Centres must plan the delivery of the FPQ over a suitable period of time, eg one academic year, to allow sufficient time for delivery of the teaching and learning element of the qualification, for learners to carry out their research and produce their project, and to conduct assessment and internal quality assurance/moderation prior to the published date for submitting marks to ASDAN.

1 register.ofqual.gov.uk

2 qualifications.education.gov.uk/Search

5.3 Project types

Learners must select a topic for their project that can be clearly defined in the project title and which is agreed with the supervisor/assessor.

Projects can be one of the following:

- A written report – based on desktop research or a field investigation, between 750 and 1500 words
- An artefact – an object or product eg piece of furniture, webpage/site, garment, design, accompanied by a written report of between 350 and 500 words
- A performance – eg in music, drama, sport, accompanied by a written report of between 350 and 500 words

Work experience and placements can be used to inform or provide evidence for independent project work.

All project outcomes require learners to deliver a presentation to a non-specialist audience, followed by a live question and answer (Q&A) session. At this level, a presentation of around 3-5 minutes, followed by a brief Q&A session of around 2-3 minutes, is sufficient.

Group projects are allowed, although each individual learner in the group must have a clearly defined role and contribute at all stages of the project. Each learner in a group must achieve every assessment outcome, and must produce their own project output (written report, artefact or performance).

6. Qualification content

To achieve the Foundation Project Qualification, learners must complete and achieve all four of the following assessment objectives:

Assessment Objectives (AO)		Marks	Weighting
AO1 Manage a project	Select, plan and carry out a project, applying skills and methods to achieve objectives.	10	20%
AO2 Use resources to inform the project	Obtain, select and use information and select and use resources.	10	20%
AO3 Develop and realise	Use a range of skills, including, where appropriate, new technologies, to achieve planned outcomes.	10	40%
AO4 Review project outcomes	Identify and consider project outcomes and own learning and performance. Use communication skills to present project outcomes in an appropriate format.	10	20%

7. Recognition of prior learning (RPL)

Recognition of prior learning is not available for the Foundation Project Qualification.

Assessment for the FPQ requires learners to generate, present and submit evidence of a single, new project in full.

8. Centre requirements

Centres must be an approved centre with ASDAN and will need to request approval for the ASDAN Level 1 Foundation Project Qualification before delivering this qualification, as detailed in the [ASDAN Centre Policy and Procedure Guide¹](#).

It is the centre's responsibility to ensure that all staff involved in the delivery, assessment and internal quality assurance/moderation of ASDAN qualifications meet ASDAN's requirements for these roles, including attending appropriate training, as set out in this document.

Centres offering ASDAN courses must adhere to the requirements set out in the [ASDAN Centre Agreement²](#)

Centres that do not adhere to the ASDAN Centre Agreement may have their approval withdrawn for the FPQ or may have another type of sanction applied, as set out in the [ASDAN Sanctions policy and procedure³](#)

Centre and qualification approval must be achieved prior to a centre promoting the qualification or commencing delivery.

To achieve approval for ASDAN's Project qualifications, centres must be able to provide evidence of:	Potential Evidence
An appropriate assessment and internal quality assurance strategy for a centre-assessed/marked qualification	• EQA feedback reports for a Project Qualification or other similar qualification indicating no significant actions • IQA strategy document, detailing how the centre will implement effective assessment and internal quality assurance processes and practice
Effective planning for the taught element of the Project Qualification (30 GLH)	• Delivery plan for 30 hours taught element
Access to a secure tool for checking authenticity/similarity and identifying use of AI	• Licence details for Turnitin or similar tool
Qualified teacher status (Supervisors/ Assessors)	• Evidence of QTS status – QTS number or certificate copy
Experience of delivery/assessment/IQA at the level of the qualification (Supervisors/ Assessors and IQAs/IMs as appropriate)	• CV and/or CPD record

1 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

2 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

3 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

Experience of/expertise in delivering and assessing centre-assessed/marked qualifications (Supervisors/Assessors)	• Prior experience of delivering/assessing/ IQA of a Project Qualification or other graded qualification based on achievement of specific learning outcomes, evidenced through CV and/or CPD record
Experience of/expertise in internal quality assurance (IQAs/IMs)	• Prior experience of IQA of a Project Qualification or other graded qualifications based on achievement of specific learning outcomes, evidenced through CV and/or CPD record

9. Delivery

The Foundation Project Qualification requires learners to be taught project skills including planning, research, study, organisation/project management and presenting. The taught element of the FPQ does not contribute to the final mark.

In addition to the taught element of the FPQ learners must carry out a piece of independent project work that is supervised, monitored and assessed by the centre.

The taught element of a project qualification can be delivered before and alongside independent project work, however, it must not undermine the independence or authenticity of independent project work.

Centres must develop a suitable programme of learning that includes teaching and learning of core skills prior to independent project work commencing. Core skills include planning and research skills. Centres should refer to ASDAN's Level 1 Foundation Project Qualification Delivery and Assessment Guide for guidance on developing a suitable programme of learning.

10. Supervision and assessment

10.1 Supervision

To achieve a Project Qualification, the learner must be able to demonstrate independence in planning, researching, carrying out and reviewing the project.

Supervisors should provide a level of support appropriate to the level of the qualification, which allows the learner to produce evidence for each of the assessment objectives that is authentic and attributable to them.

Supervisors must ensure that the chosen project topic and title is suitable for the level of the qualification and age of the learner. In the event that a project topic/title or content raises a potential safeguarding concern, this should be managed through the centre's safeguarding processes.

10.2 Assessment

This qualification is assessed internally by the supervisor/assessor, on completion of all elements of the independent project. Learners must submit evidence for assessment that demonstrates their competence in each of the assessment objectives. Evidence is marked by the supervisor/assessor against the marking grids provided by ASDAN. (See 17.1-17.4)

Centres must carry out standardisation activities to ensure that the criteria set out in the marking grids for each assessment objective are applied consistently. (See 11.1)

ASDAN's Level 1 Foundation Project Qualification, requires internal moderation, prior to centre marks being submitted to ASDAN by the date specified. (See 11.2)

Marks awarded by the centre are subject to external moderation by ASDAN. Where necessary, ASDAN will adjust centre marks to ensure that final marks/grades awarded are in-line with the national standard. The ASDAN Level 1 Foundation Project Qualification is graded on the scale A*, A, B. Full project submissions where evidence is insufficient to lead to the award of a grade will be recorded as Unclassified. (See Appendix A for grade descriptors)

10.3 Evidence for assessment

ASDAN provides template forms for the purpose of recording the progress of independent project work. It is a mandatory requirement that centres use the forms provided by ASDAN (digital or hard-copy versions). (See 16.1)

In addition to completed and signed project forms, evidence which must be made available for assessment and internal and external moderation includes the project output (written report, artefact or recording of performance) and evidence of the presentation.

Evidence submitted for assessment must be well organised and referenced to the relevant assessment objective, learning outcome and assessment criterion, to support the assessment and quality assurance processes. A single piece of work may provide evidence for more than one learning outcome and may therefore be referenced to multiple assessment criteria or learning outcomes. Evidence should be organised in a digital or hard-copy portfolio.

It is expected that learners will produce a range of types of evidence throughout their independent project work, such as hand-written or typed text notes, voice notes, audio or video files of performances or other activities, photographs, observation records, artefacts, work products eg Gantt chart. Whilst it may not be necessary to submit all evidence generated during the development of the project for assessment or moderation, it is advised that learners retain all evidence relating to their project until receipt of the certificate confirming the award/grade and, where appropriate, until the outcome of any enquiry or appeal has been communicated.

10.4 Authentication of learner work

ASDAN requires centres and learners to provide a declaration of the authenticity of work submitted for award of the Foundation Project Qualification. Each learner and their supervisor/assessor must sign the Evidence record and authentication statement (Form 10) to confirm that all work submitted is the learner's own. Submissions for external moderation that do not include an Evidence record and authentication statement signed by both the learner and the supervisor/assessor may be given a mark of zero (0) or result in the learner being marked as absent for the project.

Supervisors/assessors should be sufficiently familiar with a learner's usual standard and level of work to be able to determine whether learner work submitted for the FPQ is comparable to the learner's usual standard and level of work. In addition, the level of supervision given throughout the independent project work should be sufficient to enable the supervisor/assessor to verify the authenticity of evidence generated at all stages of the independent project.

Centres are required to undertake checks for plagiarism and the use of artificial intelligence (AI) at internal assessment stage and are required to provide evidence of these checks to

ASDAN. Centres should use appropriate software, which is licenced to the centre, to carry out such checks. Centres should not rely on the use of publicly accessible free-to-use tools that introduce risks associated with data protection, accuracy, fairness, safeguarding and accountability.

Where learners undertake internally assessed activities outside of their usual education setting such as a work placement, centres must ensure that sufficient direct supervision takes place to enable the centre's supervisor/assessor and internal moderator (IM) to verify the authenticity of the learner's work. This should include periodic observations by the centre supervisor/assessor.

Centres must educate learners on the issue of plagiarism and the consequences of submitting work that has been plagiarised from other sources, including work wholly or partially generated by AI. The taught element of the FPQ must include how to use published materials to support discussion and arguments and the proper use of referencing.

Evidence submitted for the FPQ that cannot be authenticated as the learner's own may constitute malpractice. (See 12.2)

10.5 Reasonable adjustments and special considerations

Centres should refer to ASDAN's Reasonable adjustments to assessment policy and procedure and Special considerations policy and procedure for guidance on the management of access arrangements.

Reasonable adjustments to assessment for project qualifications must not affect the validity of assessment outcomes and must not give a learner an advantage over other learners undertaking the same or similar [assessment](#)⁴

It is not possible to issue an award/grade for the FPQ if a learner does not complete the project.

10.6 Resits

If a learner wishes to improve on the grade they receive by making a second attempt at ASDAN's Level 1 Foundation Project Qualification, the learner must be re-registered for the qualification and must engage in the full independent project process again. It is advisable that learners making a second attempt undertake the taught element of the FPQ again, so that they benefit from strengthening their knowledge and understanding of the skills required for the independent project work. Learners must carry out and submit a different project to their previously assessed work.

Learners registered for a second attempt must be declared to ASDAN. Learners making a second attempt at the FPQ must be included in the samples for internal and external moderation. The sample submitted for internal and external moderation for learners making a second attempt must include the original assessed work and project forms, as well as all required evidence of the second attempt.

4 [jqc.org.uk/exams-office/access-arrangements-and-reasonable-adjustments](https://www.jcq.org.uk/exams-office/access-arrangements-and-reasonable-adjustments)

11. Internal and external quality assurance

11.1 Standardisation

Centres must carry out standardisation activities for all internally assessed work, to ensure the application of the criteria in the marking bands is consistently applied and to ensure that all learners are fairly assessed.

Standardisation is an integral part of internal quality assurance and, as such, should be led by someone with appropriate expertise and experience in internal quality assurance.

Standardisation activities should include the marking of selected learner work by all supervisors/assessors, followed by discussion regarding the interpretation of how marking criteria have been applied. Where there are inconsistencies between supervisors'/assessors' interpretation of marking criteria, the person leading the standardisation activity (a lead IQA/moderator) will decide the mark awarded. Supervisors/assessors and IQAs/IMs must provide a rationale for how they awarded marks in relation to the marking criteria.

To support centre standardisation, centres should refer to the qualification specification and guidance documents, materials from ASDAN standardisation events, and archive project samples where the final mark has been externally quality assured by ASDAN.

Centres must retain records of standardisation activities and include these in the sample submitted to ASDAN for external quality assurance checks.

ASDAN holds an annual standardisation event for each of its Project qualifications, when it provides support in the application of marking criteria. Centres delivering an ASDAN Project qualification for the first time must attend an ASDAN standardisation event. Centres must attend appropriate ASDAN standardisation events on an ongoing basis, at least once every 3 years, although ASDAN recommends centres attend on an annual basis.

Centres, including individual IQAs/IMs or assessors, may be mandated to attend ASDAN standardisation events for several reasons including:

- Serious or persistent misinterpretation of the qualification specification requirements
- Significant or persistent adjustments to centre marks during external moderation
- Where the nature of the agreed project topic or title is inappropriate

11.2 Internal moderation

As an internally assessed/centre marked qualification, ASDAN's Level 1 Foundation Project Qualification, requires internal moderation, prior to the submission of centre marks to ASDAN. Centres must develop and implement an effective, risk-based strategy for internal [moderation](#)⁵.

Whilst ASDAN is not currently an associate member of the Joint Council for Qualifications, it is expected that centres will follow [JCQ guidance](#)⁶ on non-examination assessment and centre assessment alongside ASDAN policies, procedures and guidance.

Internal moderation must take into consideration

- evidence generated by the learner for each of the assessment outcomes
- supervisor/assessor marks with commentary providing justification for marks awarded
- the marking bands

Internal moderation, including standardisation, must take place prior to centre marks being submitted to ASDAN.

11.3 Malpractice and maladministration

Centres have a responsibility, through robust internal quality assurance, to identify and address any instances of potential, alleged or actual maladministration or malpractice. Centre staff with responsibility for delivery, supervision/assessment, or internal quality assurance/moderation of ASDAN qualifications must have access to the [ASDAN Malpractice and maladministration policy and procedure](#)⁷ and understand their responsibilities in relation to it.

Centres must ensure that learners are informed of ASDAN's policy and procedure for malpractice and maladministration. Malpractice includes:

- Submitting work that is not the learner's own, such as
 - Work produced by another person without proper acknowledgement
 - Work copied from books, the internet or other sources, including content written by AI generative tools eg ChatGPT, without proper acknowledgement
- Lending work to other learners
- Allowing other learners access to, or use of, the learner's own independent research (this does not mean that learners cannot use the same source materials where these have been identified through independent research)
- Excessive or inappropriate assistance from the supervisor/assessor

Suspected or actual malpractice identified by the centre prior to a declaration of authentication being signed should be managed through the centre's own policy and procedures. Any such instances, including details of work that is not the learner's own, must be recorded on Form 4 Project activity log and Form 11 Assessment and IQA record, with details of any discussion with the learner, relating to the suspected or actual malpractice, recorded on the next review form.

Suspected or actual malpractice identified after the authentication declaration has been signed by the learner must be reported to ASDAN, in line with ASDAN's Malpractice and maladministration policy and procedure.

ASDAN uses a risk-based approach to identifying a sample for external moderation.

5 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

6 [jcq.org.uk/exams-office/coursework-nea](https://www.jcq.org.uk/exams-office/coursework-nea)

7 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

12. Centre Assessment Standards Scrutiny (CASS)

12.1 External moderation

Centre Assessment Standards Scrutiny (CASS) refers to the checks that an awarding organisation puts in place to ensure that assessment, where this is carried out by a centre, is fit for purpose, and is applied accurately and consistently by assessors.

External moderation is one form of external quality assurance check where the quality of centre-based assessment and internal quality assurance is reviewed prior to awarding and is one of the ways that ASDAN checks the accuracy and consistency of assessment carried out by its centres. ASDAN may carry out external quality assurance sampling or observations at any point during the delivery of its qualifications.

Where external moderation identifies that assessment and/or internal moderation is ineffective, ASDAN may adjust marks and actions will be set for the centre.

External moderation is carried out by individuals with appropriate competence, who have no personal interest in the outcome of the qualification, and who are appointed by ASDAN. External moderators undergo training, including standardisation, prior to carrying out any external moderation and on an ongoing basis.

ASDAN uses a risk-based approach to determining the sample requested for external moderation, including the size and scope of the sample. Centres should refer to [ASDAN's External quality assurance sample centre checklist](#)⁸ for information about what to include in the sample submitted to ASDAN for external moderation.

A centre report, based on the findings from external moderation, is issued at the same time as provisional results.

13. Enquiries and appeals

Centres must refer to the [ASDAN Appeals policy and procedure](#)⁹ for guidance if the learner or centre disagrees with the outcome of an ASDAN external quality assurance/moderation activity.

14. Administration, including certification

14.1 Assessment availability

ASDAN's Level 1 Foundation Project Qualification has one external moderation series per year, in line with the summer exam season and awarding period.

14.2 Learner registration and key dates

Centres must create a cohort and register learners for the ASDAN Level 1 Foundation Project qualification by the date set by ASDAN. A course coordinator must be assigned at the point of setting up the cohort.

Centres must confirm the names and details of learners to be submitted for awarding and achievement, including the centre mark, supervisor/assessor and IQA/IM details, by the date set by ASDAN.

8 asdan.org.uk/policies-regulations-and-centre-guidance

9 asdan.org.uk/policies-regulations-and-centre-guidance

Dates for registration, submission of centre marks, external moderation, provisional results, the enquiry and appeal window, and of certificates being issued are provided in the [Key dates document](#)¹⁰, updated twice a year.

Guidance on how to register learners and submit marks to ASDAN is available via the [ASDAN Registration and Certification policy](#).¹¹

14.3 Results and certificates

Provisional results are issued to centres (restricted release) by the date set by ASDAN, in line with the date for the awarding series published by [JCQ](#)¹². Provisional results are usually released to centres the day before provisional results can be issued to learners.

Provisional results should be issued to learners by the centre, on the date set by ASDAN, in line with the results date for the awarding series set by Ofqual and published by [JCQ](#)¹³.

Certificates are issued to centres after the final date on which centres may submit an enquiry or appeal.

Dates for registration, submission of centre marks, external moderation, provisional results, the enquiry and appeal window, and of certificates being issued are provided in the [Key dates document](#)¹⁴, updated twice a year.

ASDAN reserves the right to withhold certificates under certain circumstances. Centres should refer to the [ASDAN Sanctions for Centres Policy](#)¹⁵ for information.

Further information about the issue of results and certificates is available via the [ASDAN Registration and Certification policy](#).¹⁶

14.4 Storage and retention of learner work

Centres must retain all learner work and associated assessment/marking and IQA/moderation records securely from the time of assessment until certificates have been received and checked, so that enquiries and appeals can be handled effectively and efficiently.

Centres should refer to the [ASDAN Retention of Assessment Materials Policy](#)¹⁷ for guidance on how long samples of learner work, including records of assessment/marking, and internal quality assurance/moderation, should be kept.

10 [asdan.org.uk/courses/foundation-project-qualification-level-1](https://www.asdan.org.uk/courses/foundation-project-qualification-level-1)

11 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

12 [jqc.org.uk/exams-office/key-dates-and-timetables](https://www.jcq.org.uk/exams-office/key-dates-and-timetables)

13 [jqc.org.uk/exams-office/key-dates-and-timetables](https://www.jcq.org.uk/exams-office/key-dates-and-timetables)

14 [asdan.org.uk/courses/foundation-project-qualification-level-1](https://www.asdan.org.uk/courses/foundation-project-qualification-level-1)

15 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

16 [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

17 [asdan.org.uk/policies-regulations-and-centre-guidance/](https://www.asdan.org.uk/policies-regulations-and-centre-guidance/)

15. Supervisor/assessor and internal quality assurer (IQA) /internal moderator (IM) requirements

15.1 Supervisor/assessor requirements

Supervisors/assessors of ASDAN's Level 1 Foundation Project Qualification are not required to hold a formal qualification in assessment but must have relevant knowledge and expertise in carrying out centre-based assessment of a graded qualification at the same level as this qualification. This could include prior experience of delivering/assessing/supervising a Foundation Project Qualification awarded by another awarding organisation or another graded qualification based on achievement of specific learning outcomes.

Centre staff with responsibility for supervision/assessment, should seek support from ASDAN if they are unsure about any aspect of the supervisor/assessor role.

FPQ supervisors/assessors must engage in appropriate ongoing training to ensure their expertise remains up-to-date, this should include internal standardisation and relevant qualification update training.

15.2 Internal quality assurer (IQA) / internal moderator (IM) requirements

IQAs/IMs of ASDAN's Level 1 Foundation Project Qualification are not required to hold a formal qualification in internal quality assurance but must have relevant knowledge and expertise in carrying out internal quality assurance/moderation of a graded qualification at the same level as this qualification. This could include prior experience of internally quality assuring/internally moderating a Foundation Project Qualification awarded by another awarding organisation or another graded qualification based on achievement of specific learning outcomes.

Centre staff with responsibility for IQA/IM, should seek support from ASDAN if they are unsure about any aspect of the IQA/IM role.

FPQ IQAs/IMs must engage in appropriate ongoing training to ensure their expertise remains up-to-date, this should include ASDAN and internal standardisation and relevant qualification update training.

16. Additional resources

16.1 Project forms

ASDAN provides the following template forms for the purpose of recording the progress and assessment of independent project work. It is a mandatory requirement that centres use the forms provided by ASDAN (digital or hard-copy versions).

Project forms must be completed at the appropriate stage of the project and not retrospectively, and must be completed, signed and dated by the appropriate person(s). Project forms can be completed digitally or by-hand.

Project forms are required evidence and are included in the assessment of the Foundation Project Qualification.

Form F1	Project proposal (completed by the learner)
Forms F2a and F2b	Forms F2a and F2b – Initial project review, including project title authorisation (completed by the learner, supervisor/ assessor and internal moderator)
Form F3	Project plan (completed by the learner)
Form F4	Project activity log, including source log (completed by the learner)
Form F5	Midpoint project review (completed by the learner and supervisor/assessor)
Form F6	Presentation observation record (completed by the supervisor/assessor)
Form F7	Work experience employer record (completed by the employer)*
Form F8	Work experience observation record (completed by the supervisor/assessor)*
Form F9	Final project review (completed by the learner)
Form F10	Evidence record and declarations (completed by the learner, supervisor/assessor and internal moderator)
Form F11	Assessment and IQA record (to be completed by the supervisor/assessor and internal moderator)
Form F12	Centre declaration**

* Required for work-experience based projects only, ** one per cohort

16.2 Other resources

Additional resources, to support the delivery, assessment and internal quality assurance/moderation of ASDAN's Level 1 Foundation Project Qualification are available via the [qualification webpage](#).¹⁸

18 asdan.org.uk/courses/foundation-project-qualification-level-1

17. Assessment objectives

17.1 Assessment objective AO1 – Manage a project

Aim	To select, plan and carry out a project, applying skills and methods to achieve objectives.
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Learning outcomes		Assessment criteria	
1	Be able to identify a topic of interest	1.1	Identify a topic of interest
		1.2	Agree a suitable project topic with a supervisor/ assessor
		1.3	Complete a basic project proposal
2	Be able to plan the project	2.1	Complete a basic project plan
		2.2	Identify project aim(s) and objective(s)
		2.3	Identify the main activities needed to achieve the project aim(s) and objective(s)
		2.4	Identify materials, equipment and support needed to carry out the activities identified in 2.3
		2.5	Agree suitable timescales to complete the activities identified in 2.3
3.	Be able to carry out and manage the project	3.1	Complete the project through activities identified in 2.3
		3.2	Review progress at appropriate stages of the project
		3.3	Update the project plan as needed, including timescales, to achieve the project aim

17.2 Assessment objective AO2 – Use resources to inform the project

Aim	To obtain, select and use information, and select and use resources.
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Learning outcomes		Assessment criteria	
1	Be able to plan research	1.1	Agree suitable methods for researching the chosen project
		1.2	Agree appropriate sources of information for the chosen project
2	Be able to obtain and select information from research	2.1	Collect evidence and select information relevant to the project using the agreed method(s) and sources
		2.2	Record research activities, including: a) source of information b) type of information c) date(s) information accessed
3.	Be able to use information collected through research	3.1	State information relevant to the project topic
		3.2	State relevant information from a range of sources in the project output(s)
		3.3	Use evidence from research to support the overall project outcome(s)

17.3 Assessment objective AO3 – Develop and realise the project

Aim	To use a range of skills, including, where appropriate, new technologies, to achieve planned outcomes
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Learning outcomes		Assessment criteria	
1	Be able to use skills to solve problems and make decisions	1.1	Plan and carry out activities to achieve the project aim(s)
		1.2	Use evidence and information collected to inform the project outcome
		1.3	Use agreed problem solving tools and techniques during the project
		1.4	Use agreed project management tools, techniques and technologies during the project
		1.5	Check progress regularly
		1.6	Keep records which: a) document progress b) document activities undertaken c) record the decision making process
2	Be able to work with others	2.1	Work collaboratively with others including the supervisor/assessor, as appropriate for the project
3.	Be able to achieve planned output	3.1	Present the project research and outcome(s) using a) suitable format and structure b) effective communication skills c) appropriate media

17.4 Assessment objective AO4 – Review project outcomes

Aim	To identify and consider project outcomes, and own learning and performance. Use communication skills to present project outcomes in an appropriate format.
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Learning outcomes		Assessment criteria	
1	Be able to review the project	1.1	Review project: a) aims and objectives b) methods c) choice of sources d) materials, equipment and support
		1.2	Review development of own project management skills
2	Be able to communicate project outcomes	2.1	Present final project using a) suitable format and structure b) effective communication skills c) appropriate media
		2.2	Deliver a presentation, covering the project outcomes and review, to an agreed audience, using a) suitable format and structure b) effective communication skills c) appropriate media

18. Marking bands

18.1 AO1 – Manage a project

AO1. Manage a project: The learner will:	1. Be able to identify a topic of interest 2. Be able to plan the project 3. Be able to carry out and manage the project
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Mark band	Marking criteria
Mark band 1 7-10 marks	Learner meets all requirements of the Assessment Objective, demonstrating the following: • Clearly identifies the topic to be investigated • Clear, relevant project proposal which includes specific, relevant and appropriate aims, objectives and project outcomes • Project plan developed and organises time and resources appropriately with clear evidence of monitoring progress • Completes the project, meeting all outcomes fully
Mark band 2 4-6 marks	Learner meets most requirements of the Assessment Objective, demonstrating the following: • Generally appropriate identification of the topic to be investigated • Project proposal includes generally appropriate aims and objectives that are mostly relevant • Project plan shows generally appropriate evidence of organisation with mostly appropriate evidence of monitoring progress • Completes the project with generally appropriate outcomes
Mark band 3 1-3 marks	Learner meets some requirements of the Assessment Objective, demonstrating the following: • Some attempt to identify a relevant topic to be investigated • Project proposal shows some attempt to identify appropriate aims and objectives • Project plan shows some evidence of organisation which may be limited in places, with some evidence of monitoring progress • Completes the project with some appropriate outcomes which may be limited in places
0 marks	Little or no response worthy of a mark

18.2 AO2 – Use resources to inform the project

AO2. Use resources to inform the project The learner will:	1. Be able to plan research 2. Be able to obtain and select information from research 3. Be able to use information collected through research
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Mark band	Marking criteria
Mark band 1 7-10 marks	Learner meets all requirements of the Assessment Objective, demonstrating the following: • Clearly identifies appropriate resources and uses relevant information which meet all the project objectives • Selects appropriate methodologies to obtain relevant information • Uses effective methods to record information so that is clear and relevant to the project • Clearly identifies the types of information collected and how these have been used
Mark band 2 4-6 marks	Learner meets most requirements of the Assessment Objective, demonstrating the following: • Identifies generally appropriate resources and uses information which meets most of the project objectives • Selects generally appropriate methodologies which obtain information that is mostly relevant • Uses mostly relevant methods to record information • Identifies types of information collected and makes generally relevant connections with how these have been used
Mark band 3 1-3 marks	Learner meets some requirements of the Assessment Objective, demonstrating the following: • Some identification of appropriate resources and use of information which may be limited in places • Resources and information may not clearly relate to the project objectives • Some attempt to obtain relevant information and use it in an appropriate way • Information collected sometimes lacks relevance or clarity in how it has been used
0 marks	Little or no response worthy of a mark

18.3 AO3 – Develop and realise the project

AO3: Develop and realise the project The learner will:	1. Be able to use skills to solve problems and make decisions 2. Be able to work with others 3. Be able to achieve planned output
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Mark band	Marking criteria
Mark band 1 7-10 marks	Learner meets all requirements of the Assessment Objective, demonstrating the following: • Project plan is implemented and the outcomes are realised fully • Clear evidence that appropriate tasks have been carried out that meet outcomes • Clear evidence of use of appropriate project management and problem solving techniques • Appropriate techniques, tools and technologies have been used throughout the project • Detailed and relevant records kept which show progress, activities, and decision making • Clear evidence of regular checks of progress which meet project plan requirements • Appropriate collaboration demonstrated throughout the project. • Research is presented in an appropriate format with evidence to support project outcomes
Mark band 2 4-6 marks	Learner meets most requirements of the Assessment Objective, demonstrating the following: • Project plan is implemented and most outcomes are realised • Generally appropriate tasks have been carried out that meet outcomes • Generally appropriate use of project management and problem solving techniques • Generally appropriate techniques, tools and technologies have been used within the project but in some places are not always relevant or appropriate • Generally appropriate records kept which show progress, activities, and decision making • Checks of progress have been carried out but not always on a regular basis to meet project plan requirements • Generally appropriate collaboration is demonstrated in the project • Research is presented in a mostly appropriate format with some evidence to support project outcomes

Mark band 3 1-3 marks	Learner meets some requirements of the Assessment Objective, demonstrating the following: • Some evidence of project plan being implemented but not all outcomes realised • Some appropriate tasks have been carried but with sometimes limited relevance to outcomes • Some use of appropriate project management and problem solving techniques but limited in places within the project • Some use of appropriate techniques, tools and technologies • Records are limited in their ability to show progress, activities, and decision making • Some checks of progress have been carried out • Some evidence of collaboration is demonstrated in the project • Research is presented in a limited way and evidence does not support project outcomes in places
0 marks	Little or no response worthy of a mark

18.4 AO4 – Review project outcomes

AO4: Review project outcomes The learner will:	1. Be able to review the project 2. Be able to communicate project outcomes
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Mark band	Marking criteria
Mark band 1 7-10 marks	Learner meets all requirements of the Assessment Objective, demonstrating the following: • Evidence of a detailed review of the project outcomes which draws relevant conclusions about the success of the project • Evidence of a detailed review of own learning and performance to make informed decisions about own performance • Use of relevant and appropriate communication skills and media to present project outcomes and communicate these successfully to the audience • Use of appropriate structure and format to present research in a relevant way to project topic and outcomes
Mark band 2 4-6 marks	Learner meets most requirements of the Assessment Objective, demonstrating the following: • Evidence of a generally appropriate review of the project outcomes with mostly relevant conclusions made about the success of the project • Evidence of a generally appropriate review of own learning and performance to make mostly relevant decisions about own performance • Generally appropriate use of relevant and appropriate communication skills and media to present project outcomes • Generally appropriate use of structure and format to present research which is mostly relevant to project topic and outcomes
Mark band 3 1-3 marks	Learner meets some requirements of the Assessment Objective, demonstrating the following: • Evidence of some attempt to review of the project outcomes and which some conclusions made about the success of the project which may be limited and lack clarity • Evidence of some attempt to review own learning and performance with some decisions made about own performance • Some use of communication skills and media to present project outcomes which may not always be appropriate or relevant • Some use of appropriate structure and format to present research which at times has limited relevance to project outcomes
0 marks	Little or no response worthy of a mark

Appendix A: Grade descriptors

Grade A

Learners identify and negotiate a suitable project and show good organisational skills in planning the project. There is clear evidence that they have responded effectively to guidance given. They obtain and select relevant information and use a range of resources to good effect. Learners use problem solving and decision making skills to identify problems and issues and make decisions which ensure that project outcomes are met. Learners use a range of skills to achieve good quality outcomes that realise the intentions of the project. They use communication skills to present their project outcomes clearly and in an appropriate format. Learners reflect on the strengths and weaknesses of their project and on their own learning.

Grade B

Learners identify and negotiate a suitable project produce plans that enable them to achieve some of their overall objectives. There is some evidence that they have responded to guidance given. Learners obtain and use some information and make use of some resources. Learners show some evidence of problem solving and decision making, although these do not always result in meeting project outcomes fully. Elements of the project are generally well presented through the use of communication skills. Some reflection of strengths and weaknesses of their project and their own learning is demonstrated.



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