

## **Section 2: The Assessment Structure and Process**

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## 2.1 The Assessment Structure

To achieve ASDAN's qualifications, candidates need to meet specific assessment requirements:

### Employability

The candidate's portfolio of evidence must clearly demonstrate their ability to meet the standards/specifications. Assessors must ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard. (See the Standards with Guidance).

- **Mandatory Paperwork:** Assessment Checklists
- **Moderation Method:** Internal Moderation at centre. External Moderation on request from External Quality Assurer (EQA).

### Personal Progress

The candidate's portfolio of evidence must clearly demonstrate their ability to meet the standards/specifications. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard. (See the Standards with Guidance).

- **Mandatory Paperwork:** Assessment Checklists, Unit Transcripts.  
Centres must attach the relevant Unit Transcript to certificates issued in order for the certificate to be valid.
- **Moderation Method:** Internal Moderation at centre. External Moderation on request from External Quality Assurer (EQA).

### PSD

The candidate's portfolio of evidence must clearly demonstrate their ability to meet the standards/specifications. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard. (See the Standards with Guidance).

- **Mandatory Paperwork:** Assessment Checklists
- **Moderation Method:** Internal Moderation at centre. External Moderation on request from External Quality Assurer (EQA).

### CoPE/AoPE

The candidate's portfolio of evidence must clearly demonstrate their ability to meet the standards/specifications. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard. (See the Standards with Guidance).

- **Mandatory Paperwork:** Recording Documents (PDRs, Witness Testimony, Peer Witness Statement), Assessment Checklists.
- **Moderation Method:** Internal Moderation at centre. External Moderation on request from External Quality Assurer (EQA).

### WKS (offered in Northern Ireland only)

For all units the candidate's portfolio of evidence must clearly demonstrate their ability to meet the standards/specifications. Assessors need to ensure that there is explicit evidence in the portfolio to show that the candidate has met the required standard. (See the Standards with guidance).

There is no external assessment test, but evidence of Part A is provided through portfolio evidence, together with the use of specific questions (Part A questions) provided by ASDAN.

- **Mandatory Paperwork:** Part A Questions, Assessment Checklists are strongly recommended.
- **Moderation Method:** Internal moderation at centre. External Moderation on request from External Quality Assurer (EQA).

**N.B. From September 2020, for all qualifications, centres are required to provide one of their assessment plans alongside their sample portfolios, which must represent one of the activities used for the current moderation.**

## **2.2 Roles and Responsibilities**

### **Introduction**

The scale and nature of a centre's provision will obviously influence the decisions that are made about which staff members have particular roles within the programme. However, regardless of individual arrangements, centres must clearly allocate responsibility for the range of functions which are necessary for candidate achievement.

These include:

- overall co-ordination
- staff development
- qualification learning and development
- monitoring and providing support to candidates
- assessment
- internal checking (internal moderation)

In centres with a small number of candidates some of these roles may overlap, although it is important to avoid particular combinations. For example, the internal moderator must be a different person to the assessor.

### **The Centre Co-ordinator**

Centre Co-ordinators are responsible for ensuring both that the qualification runs smoothly and that ASDAN's requirements for continuing approval are met. It is assumed that staff involved in delivering learning and assessing performance are either experienced teachers/trainers and assessors, or are supported by staff who have appropriate expertise. The Co-ordinator's role may include advising and supporting tutors and assessors, processing registration and assessment information, monitoring assessment practice, and liaising with EQAs and with ASDAN, as necessary. If the centre has an Examinations Officer, the Co-ordinator may also need to work closely with them to register candidates. In many cases a Centre Co-ordinator will also undertake the role of Internal Moderator.

The Centre Co-ordinator is advised to create a centre portfolio, which should contain information about the design, delivery, assessment methodology and internal moderation plan. The centre must ensure the security and confidentiality of assessment materials and records, records of marking and portfolios of evidence, before, during and after assessments have taken place. This is a requirement within ASDAN's Qualifications and Centre Approval criteria.

More details on centre portfolios can be found in section 3.2.

### **The Internal Moderator (IM)**

Portfolios cannot be submitted for External Moderation without evidence that internal checking has taken place.

**N.B. From September 2020 it is mandatory that centres include records of internal moderation within the portfolios requested for sampling.**

Internal Moderators must satisfy ASDAN of their experience and qualifications. They should be suitably qualified and/or experienced as teachers, assessors or

moderators/verifiers (ENTO V1 & V2 or similar assessor qualifications). Appropriate support and training should be provided for new or inexperienced moderators.

There is an expectation that assessors will be confident and competent in their understanding of the requirements of the standards/specifications, so it is reasonable to expect internal moderators to be equally competent and confident, if not more so. In a small centre, internal moderation may be carried out by one person e.g. the qualification coordinator (however, where there is only one assessor this person cannot be the IM) or by a subject specialist. In larger centres, there may be a lead moderator with a team of internal moderators. Centres need to make sure that they have enough internal moderators to spread the workload.

Internal Moderators are responsible for providing support and advice to assessors and for monitoring their work practice. This is to ensure that there is a consistent and standardised approach to assessment across the centre. In doing this, they are expected to:

- ensure that assessors have a good understanding of the assessment principles of the qualification(s)
- help identify and meet training and development needs of assessors
- sample a range of candidates' portfolios to review the quality of assessor judgements
- check and sign off candidate Assessment Checklists/Summative Assessment records
- sign off candidate record sheets
- give feedback to assessors and deal with any disputes/appeals
- bring assessors together to undertake standardisation exercises

See Section 4.3 for more detail on the specific requirements for internal moderation of portfolios. Internal Moderators/Co-ordinators should attend an Introductory Training Workshop and the Staff Development/Support meetings provided by ASDAN.

A document providing detailed guidance on making effective use of internal moderation can be found on the ASDAN website: [www.asdan.org.uk/policies-regulations-and-centre-guidance](http://www.asdan.org.uk/policies-regulations-and-centre-guidance)

### **The Assessor**

Assessors have responsibility for assessing candidates' evidence against the criteria contained in the qualification standards/specifications. Assessors should be experienced and/or qualified as teachers, trainers or assessors (e.g. ENTO A1 & A2) with knowledge and understanding of the context of the qualification/s.

Assessors should be familiar with the aims and general content of all the qualification units and should have a detailed knowledge of the standards/specifications for those units which they assess. They should have a proper understanding of the level at which they are assessing and be aware of the content of the units below and above that level.

All assessors must, themselves, be competent to the level at which they are assessing. Demonstration of this competence may be through experience of work, of teaching, training, or of assessing candidates. Assessors must be able to identify areas and levels of the qualification units with which they are comfortable to work.

The assessor's role is to:

- ensure that candidates understand the standards/specifications and requirements

- keep formative assessment records
- make judgements as to whether evidence being presented is valid, sufficient and reliable
- give feedback to candidates
- confirm and authenticate information supplied in the Assessment Checklists, Unit Transcripts (Personal Progress) and/or Candidate Records
- meet with other assessors and the internal moderator in order to compare and agree standards

For all qualifications, ASDAN has produced Specification and Standards with Guidance documents to assist tutors, assessors and internal moderators in ensuring that candidates produce appropriate evidence for accreditation. These can be downloaded or purchased in printed format from the ASDAN website.

### **The Candidate**

Candidates should be encouraged and assisted in playing an active role in:

- agreeing targets where appropriate and arrangements for developing skills, knowledge and understanding
- reviewing their learning with their tutor/supervisor
- identifying opportunities for evidence generation and assessment
- collecting and presenting evidence of their achievements
- reviewing progress with their tutor/supervisor
- listing their evidence on Assessment Checklists
- completing appropriate recording sheets

### **Meeting the requirements of the Equalities Act 2010**

Through ASDAN's procedures for the development and review of qualifications, we ensure that as an awarding organisation we comply with the requirements of Equalities Law, by removing from our qualifications any feature which could unjustifiably disadvantage a group of candidates because of age, disability, gender, race, religion or other shared characteristic.

Centres may access guidance on and request Access Arrangements, Reasonable Adjustments and Special Consideration for candidates through procedures developed in line with those provided by the Joint Council for Qualifications (JCQ) and the Federation of Awarding Bodies (FAB). See Appendix 1 – Policy Documents.

Centre staff are also requested to bring any potential accessibility issue to our attention in a variety of ways, such as the annual customer feedback survey, stakeholder feedback forms during the period of review of specific qualifications, at staff development and support meetings, or by contacting ASDAN staff directly.

In order to help us to support the requirements of Equalities Law, centres are required to provide details of their Equal Opportunities policy as part of the Centre Approval process.

## **2.3 Internal Assessment**

### **Introduction**

For all qualification units the candidate's portfolio of evidence must clearly demonstrate their ability to meet the standards/specifications. The portfolio should consist of:

- evidence that demonstrates that the candidate has successfully met all of the assessment criteria for the relevant unit(s)
- fully completed **mandatory recording documents** relevant to the qualification
- fully completed and signed **mandatory Assessment Checklists** which clearly record the evidence for each part of each unit, where the evidence can be found and the date it was assessed, relevant to the qualification
- **WKS only** - evidence that demonstrates the knowledge and understanding listed in Part A of the specifications, including the use of Part A questions
- **CoPE/AoPE only** - a Student Book/Candidate logbook with relevant parts completed
- **PP only** - a Unit Transcript must be completed for each unit undertaken by the candidate. This document describes the manner in which the candidate has met each assessment criterion and the stage on the Assessment Continuum that they have reached. On the Unit Transcript, assessors are requested to provide a brief description of the candidate's achievements in relation to that criterion. The description should use the terminology of the Achievement Continuum to reflect the candidate's achievements and to what degree. It should not be written as a narrative relating to the activities or experiences that the candidate has experienced. It must be seen as a summative statement of what has been achieved at the point that certification is being sought.

### **Compiling a portfolio of evidence**

As a general rule, quality is more important than quantity. It is all too easy to put too much into a portfolio. Candidates will generate evidence through a range of programmes and activities, some of which may have been designed specifically as opportunities for the specific qualification. In compiling their portfolio and completing their evidence records, they need to select the most relevant examples of evidence.

Evidence will include work that the candidate has produced, as well as records produced by others (observation checklists, witness statements, records of discussions and presentations) and notes, essays, reports, letters, action plans, extracts from logbooks or diaries, printouts of screen displays and so on. DVD/CD evidence is also permitted, provided that this is suitably referenced to help the Internal and External Moderators navigate to the sections relevant to specific assessment criteria. An Audio/Visual Reference form has been created to accompany audio/visual evidence. This form is available in Appendix 3. Photographs must also be appropriately annotated when presented in a portfolio.

In terms of presentation, the candidate's spelling is not usually significant for assessment purposes (as long as the meaning is clear), unless correct spelling is relevant to the particular task and/or assessment criteria. If however, correct spelling is relevant to the particular task and/or assessment criteria (e.g. a leaflet, newspaper article, letter of application), consideration must be given to suitability for purpose. Although candidates' handwriting is not being assessed, if it is not legible moderation may be refused, subject to the centre providing a transcript of the unit.

Where a candidate's work is annotated or transcribed to aid legibility, a covering letter should be included to confirm that it is the candidate's own, unaided, work and represents the candidate's own words.

Certain aspects of the standards/specifications require candidates to show their understanding of how their activities relate to the purpose of the tasks undertaken. Therefore additional commentary from the candidate or a record of discussion with the assessor is sometimes required. A range of mandatory and non-mandatory recording documents that support candidates in this respect, including action plans, reviews, student evidence sheets, observation checklists etc, is available on the ASDAN

website. These materials help candidates to provide explicit evidence of their performance and understanding at the appropriate level, to put their evidence in context, and to show their understanding of the principles of application underpinning the skills and/or the subject of the qualification.

When candidates start to gather evidence for their portfolios, it is important that they plan and organise their work from the beginning. Although they will probably not be able to give page numbers to their evidence until they have everything they need, they might find it useful to use a copy of the relevant assessment checklist to keep a track of the work they are collecting.

The portfolios **must** be kept secure within the centre. This is a requirement within ASDAN's Qualifications and Centre Approval criteria.

### **CoPE/AoPE**

Use of the ASDAN recording materials is **mandatory** and is ASDAN's response to the requirement of the regulators for consistency of evidence to meet the standards. These recording documents are available to download from the ASDAN website, and guidance on when to use them and any additional evidence sheets can be found in the CoPE and AoPE Standards with Guidance.

The **mandatory Assessment Checklist** must be placed at the front of the portfolio, together with the Student book.

### **PSD Entry (Personal and Social Development)**

The **Candidate Record Book** (if used) is placed at the front of the portfolio. This contains the **Assessment Checklists** for each unit.

Although no longer mandatory, the Student Book remains highly recommended as a PSD curriculum because challenges are mapped to the assessment criteria. The Controlled Challenges are also now optional resources, and these too remain highly recommended as they demonstrate good practice and provide additional and appropriate summative assessment opportunities for each unit.

Centres should continue to use the Student Book and Controlled Challenges if they find these valuable; however where appropriate a more flexible approach can be considered.

### **PSD Levels 1 & 2 (Personal and Social Development)**

The Student book (if used) is placed at the front of the portfolio. The **Assessment Checklist** is inserted at the front of each unit, along with the completed and internally assessed **controlled challenge** for that unit (if used).

Following the satisfactory completion of evidence for a chosen Assessment Unit, the candidates may undertake a given challenge under controlled conditions. This is an opportunity for the candidate to put acquired knowledge into practice and show that they are able to use knowledge consistently and would be able to transfer it into other contexts. These challenges are set by ASDAN but because they are no longer mandatory, centres may use them as they wish. If centres wish to continue to use the challenges under controlled conditions, they must only issue them to candidates on the day of the challenge and follow the guidance below:

Candidates should undertake the controlled challenges under supervised conditions. Supervised conditions means that the controlled challenge is:

- time bound to include half an hour preparation time and one hour completion time

- continuously supervised by an appropriate member of the centre staff
- conducted to ensure that each candidate's work can be guaranteed as authentic and individual
- conducted to ensure that each candidate's work is clearly labelled and handed in along with all other papers connected with the challenge

### **Employability**

The **Assessment Checklist** is placed at the front of each unit.

Resource sheets for each unit and level have been developed to help candidates generate appropriate and focused evidence. These templates do not have to be used if equivalent evidence is being provided in other ways. The resource sheets may be completed by the candidate, or by a tutor/assessor on behalf of the candidate (using the candidate's words). In such instances the records should be annotated to say that the tutor has acted as a scribe for the candidate. In supporting the candidate in providing evidence it is acceptable to rephrase questions to help the candidate's understanding and/or to ask supplementary questions where they have not provided sufficient detail.

Some of the prompts and questions on the resource sheets cover general underpinning knowledge while others apply to specific activities or tasks. The sections for recording underpinning knowledge can be completed before, at the same time, or after activities are recorded.

There is space on the resources sheets for an assessor to sign and confirm that the candidate has met the required standard. This should be completed only when all the evidence for the unit has been collected and the assessor has judged that all the assessment criteria for the particular unit have been demonstrated.

### **Wider Key Skills (WKS)**

Centres must ensure that each candidate has a copy of the agreed recording sheets (**Candidate Record Sheets and Assessment Checklists**), as well as copies of the key skills standards at the relevant levels. There should be clear guidance on how these should be used.

Evidence can be generated from a candidate's main course of study (e.g. GCEs, BTECs, GCSEs, Diplomas, practicals, fieldwork, assignments), enrichment programmes such as the ASDAN Personal Development Programmes, training, apprenticeship schemes, or experience of work, community or voluntary activities. With each key skills qualification examples are given of:

- activities that could be used to generate evidence
- examples of evidence that can be submitted

Use of the materials in the resource packs is not mandatory, but is highly recommended and is ASDAN's response to the requirement of the regulators for a greater consistency of evidence to meet the standards.

**Part A questions:** In order to ensure that the candidate can demonstrate knowledge and understanding that may not be explicitly shown in the portfolio, a series of **Part A questions** is provided, which must be included in the portfolio of evidence.

### **Personal Progress (PP)**

An **Assessment Checklist** and a **Unit Transcript** must be completed for every unit undertaken by the candidate. This must be fully completed by the Assessor and Internal Moderator.



The completed Unit Assessment checklist will show:

- the location of evidence within the portfolio to confirm that the candidate has met the unit specification
- the stage on the Achievement Continuum, where the candidate is at the point of unit completion
- that the Unit Transcript has been completed

The Unit Assessment Checklist constitutes the candidate's internal assessment record and must be placed in the candidate's portfolio, at the front of the relevant unit evidence.

**Extended Project Qualification (EPQ)** See separate Centre Handbook

### Principles of assessment

When reviewing evidence and when planning assessments, assessors need to make judgements about the amount, the nature and the quality of the evidence being presented or proposed. The assessor will need to decide if the candidate's evidence is:

- Valid** - it is relevant and appropriate to the criteria and level being assessed
- Sufficient** - it shows that all the requirements have been met for each component
- Reliable** - it shows that the individual is able to use knowledge consistently, and would be able to transfer it into other contexts
- Authentic** - the evidence is genuinely that of the individual

The activities which result in evidence for a portfolio may be carried out with other people (e.g. a group discussion/a team project), **but each candidate must provide clear evidence of individual competence.** Such evidence should be authenticated by an assessor or supervisor by means of a witness statement etc. The work to be submitted for assessment **must** demonstrate that each candidate has individually met the unit standards. The work to be submitted for assessment must be the candidate's own unaided work.

Candidates' portfolio work for assessment must be undertaken and presented in a way which allows the assessor to endorse its authenticity. The assessor needs to ensure that the portfolio work submitted for assessment is that of the candidate. Fully completed Assessment Checklists will confirm standards of authenticity, validity, sufficiency, reliability and ownership.

Candidates may present evidence of prior experience and achievement, in which case issues of currency and authenticity will need to be addressed. The assessor will need to be sure that there is sufficient evidence to confirm the candidate's personal achievement, and their current competence (See 2.5 Recognition of Prior Learning).

The reliability of assessment is increased where there is a range of types of evidence, and a variety of assessment methods are used. These might include:

- observation of the candidate performing an activity
- questioning
- examination of products (including ASDAN resource sheets)
- checking authenticated statements from others

There is a range of evidence-gathering material available to help candidates (and staff) provide appropriate evidence and clearly demonstrate competence.

For example, a candidate might put forward an observation checklist (completed by a subject tutor) as the only evidence for giving a presentation or a talk. To be considered sufficient and reliable on its own, the observation record would need to be very detailed and contain very specific comments and examples, related directly to the assessment criteria.

If the candidate also included planning documents, their prompt cards, the image(s) they used, and a peer statement, it would be a great deal easier for a judgement of competence to be made.

### **Recording summative assessment**

When the candidate has collected together all the necessary evidence, they will need to reference their work and record their evidence on the Assessment Checklist. It is essential that candidates clearly reference their portfolio so that evidence can be found easily. This is particularly important if some items of evidence cover more than one of the assessment criteria. Whilst letters and numbers (or a combination of the two) tend to be the most common form of referencing, stickers, colour coding and highlighting have also been found helpful.

Some items may evidence one or two criteria only; this is acceptable providing other evidence related to the same occasion and component is available, to show that, overall, all criteria have been met. Some evidence may be relevant to more than one unit. In such cases the evidence should be recorded on the Assessment Checklist, with the same portfolio reference.

Controlled Challenges, if used, may be placed in the portfolio at the front of each chosen unit, and the box on the Assessment Checklist ticked (**PSD Levels 1 and 2 only**).

Usual practice is for the assessor to complete the Assessment Checklist and indicate where the evidence can be found. By signing and dating the Assessment Checklist, the assessor is confirming that there is sufficient and valid evidence for a judgement of competence in that particular unit.

## **2.4 Rules of Combination**

The Qualifications and Credit Framework rules were withdrawn and the unit bank closed on 30 September 2015 and the new Regulated Qualification Framework was introduced on 1 October 2015 (RQF).

All of ASDAN's qualifications (apart from the Certificate of Personal Effectiveness, the Wider Key Skills and Extended Project) were developed in line with the QCF rules for credit-based units and qualifications, and will be amended as required by the regulators as part of our on-going process of review.

The Qualifications and Credit Framework (QCF) was based on the principle of credit accumulation and transfer. Credit accumulation is the term used to describe the process of putting together a combination of credits to meet the achievement requirements of a qualification. The rules of combination for a qualification determine the requirements for achievement of credits through particular units. Qualifications are awarded to candidates based on this process. Rules of combination contain information about:

- Credits from mandatory units for the qualification to be awarded
- Credits from optional units for the qualification to be awarded
- Progression

And where appropriate:

- Recognition of prior learning (RPL)
- Time limits
- Pathways

This information is published in ASDAN's qualification specifications on ASDAN's website and in the Register of Regulated Qualifications: [register.ofqual.gov.uk](http://register.ofqual.gov.uk), and must be consulted when planning content and delivery of a qualification, and when registering claims for credit transfer, equivalent units and exemptions. ASDAN will ensure that all credits that fall within the rules of combination for the qualification that a candidate claims are recognised as counting towards the qualification, irrespective of the awarding organisation that made the award of credit.

Rules of combination will be reviewed on an annual basis.

## 2.5 Recognition of Prior Learning – RPL

The regulators define RPL as follows:

- a) *“identification by an awarding organisation of any learning undertaken, and/or attainment, by a Learner –
  - i) *prior to that Learner taking a qualification which the awarding organisation makes available or proposes to make available, and*
  - ii) *which is relevant to the knowledge, skills and understanding which will be assessed as part of that qualification, and**
- b) *recognition by an awarding organisation of that learning and/or attainment through amendment to the requirements which a Learner must have satisfied before the Learner will be assessed or that qualification will be awarded.”*

*(General Conditions of Recognition)*

The candidate being assessed for credits through RPL must still comply with all the requirements as stated in unit standards and qualifications. Candidates will be awarded credit when they have successfully demonstrated that they meet the learning outcomes and assessment criteria of a unit.

Claims for RPL must be made against a whole unit or whole units within a qualification. ASDAN cannot award credit via RPL for the partial completion of a unit.

Prior Learning can be recognised:

- Through the transfer of credits from designated equivalent credit-based units
- By claiming exemptions from designated units non-credit-based units
- Through the validation of non-certificated achievements and learning

### **Credit transfer, equivalent units and exemptions**

These factors are set out in the rules of combination for a qualification. Centres must register claims for credit transfer, equivalent units, or exemptions, in line with these rules. Claims that fall outside of the rules of combination will be considered on an individual basis, and will be granted where appropriate. Definitions for each of these factors are as follows:

### **Credit transfer**

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. Credits are transferred between qualifications and awarding organisations where appropriate, subject to the rules of combination for the receiving qualification.

### **Equivalent units**

Equivalent units provide opportunities to count credits from a unit/s from other qualifications or from a unit/s submitted by other recognised organisations towards the qualification in place of mandatory or optional unit/s specified in the rules of combination. Equivalent units must have the same credit value or greater than the mandatory or optional unit/s in question, and be at the same level or higher. Currently ASDAN has no arrangements with other awarding organisations to recognise units that are not already included within the rules of combination of one of ASDAN's regulated qualifications.

### **Exemptions**

These provide an exemption from the requirement to achieve credit for mandatory, optional or other units that candidates can claim, based on certificated achievement of non-credit-based units deemed to be of equivalent value to a credit-based unit or units, or vice versa, e.g:

#### **Exemptions for CoPE Units**

Exemptions for candidates from certain CoPE units are available where candidates have already achieved Wider Key Skills or AoPE qualifications.

Candidates can be exempted from the CoPE units **Introduction to Working with Others, Introduction to Improving own Learning and Performance** and **Introduction to Problem Solving**, if they have already achieved the corresponding Wider Key Skills qualifications.

Candidates can be exempted from the CoPE units **Communicating through Discussion, Planning and carrying out Research, Introduction to Improving own Learning and Performance, Introduction to Working with Others, Planning and Giving an Oral Presentation, Introduction to Problem Solving**, if they have already achieved the corresponding AoPE units.

A completed CoPE Unit Exemption Claim form **must be submitted at the same time** as the Candidate Registration and Submission.

The information requested in the claim form must include:

- a) Name, Date of Birth and candidate number of candidate
- b) Name and registration number of centre
- c) Name and level of unit for which exemption is being requested
- d) The name of the equivalent unit that is being claimed
- e) The name of the Awarding Organisation that awarded the unit
- f) Type of evidence from other Awarding Organisation (not required for ASDAN achievement)
- g) The date the unit was gained

This can be found on the ASDAN website: [www.asdan.org.uk/policies-regulations-and-centre-guidance](http://www.asdan.org.uk/policies-regulations-and-centre-guidance)

ASDAN will confirm the validity of these claims, by examining the candidate record and any evidence of achievement submitted.

### **Claiming RPL through credit transfer or exemptions**

With the consent of the candidate, the centre may use access to the record of the candidate's previous achievements in their candidate record to ensure that opportunities for credit transfer and exemption are maximised. Candidates should be advised to photocopy relevant certificates and include them in their portfolio of evidence.

In order to register claims for credit transfer, equivalent units, or exemptions, centres must provide full details in writing of the credits achieved or the equivalent unit/s. This information must include:

- a) Name and registration number of centre, and contact name
- b) Name, candidate number (if any) and date of birth of candidate
- c) The name, level and credit value of the unit against which the exemption / equivalent unit is being claimed (for exemptions and equivalent units only)
- d) Previously achieved, or equivalent unit or exemption
- e) The name of the Awarding Organisation and evidence of achievement
- f) The date the unit was gained

ASDAN has created a form for centres to complete in order to gather this information, which must be completed and submitted alongside the Candidate Registration.

ASDAN will confirm the validity of these claims, by examining the candidate record or evidence of achievement submitted.

### **Claiming RPL for non-certificated achievement**

1. Any interest in RPL for non-certificated achievement for a candidate or assessor should first be discussed with the centre's Regional Relationship Manager, who will provide the necessary advice, guidance and support to arrive at a decision regarding whether RPL is appropriate. This discussion may involve reflecting on the prior learning and ensuring that the associated knowledge, skills and competencies are comparable with the standards of the identified unit. If an individual candidate requests RPL, the Regional Relationship Manager will provide them with information, advice and guidance about claiming credit, including how credit can be claimed and the nature and range of evidence required.
2. Following agreement from the Regional Relationship Manager, the centre will create an assessment plan for gathering evidence and reviewing it against unit standards. The evidence required will depend on the purpose, learning outcomes and assessment criteria for the relevant unit/s. Any evidence of a candidate's experience must be accompanied by reliable and valid evidence of the learning that they achieved. Guidance and support is available through the Regional Relationship Manager and Quality Assurance department.
3. The centre must undertake internal moderation throughout the process of gathering evidence for a unit, to ensure that the learning outcomes and assessment criteria are being met, and to provide assessors with appropriate feedback to inform good practice in meeting unit standards. Records of assessment and internal moderation must be kept internally and the assessment process must be subject to ASDAN's normal quality assurance requirements.

4. Candidates must be entered for moderation using the standard administrative procedures for the qualification, observing the necessary timescales (see section 3.3).
5. Evidence to support RPL must be submitted at the time as the on-line Candidate Submission and Moderation form is completed, together with the claim form, and within the required timescale for external moderation, to allow for separate moderation of the material should ASDAN require it. If so, an ASDAN External Quality Assurer (EQA) will arrange with the centre to review and verify the evidence.
6. Following successful moderation, ASDAN will award credit and update the candidate record. Appeals regarding decisions made about the awarding of credit follow ASDAN's policy and procedures for enquiries and appeals (see Appendix 1).

### **Time limit for claiming RPL**

Claims for RPL must be registered no longer than **three years from the date of award or experience to the date of claim for certification**. For ASDAN centres the date of claim for certification refers to the date of successful external moderation of the portfolio.

Candidates who achieve qualification units have demonstrated that they have the knowledge and understanding required by the unit, but have also demonstrated the ability to apply that knowledge in everyday situations. In order to maintain this assurance of knowledge, skills and application, the candidate can only claim RPL based on achievements in the recent past (i.e. 3 years). This ensures that the skills are current and valid, not those that may have been achieved many years ago, which the candidate may not be able to recall and reproduce with assurance.

### **Awarding of credit**

Credits are awarded to candidates for the successful achievement of the learning outcomes of a unit. The number of credits awarded is the same as the credit value of the unit.

**N.B.** In cases where the total credit achieved meets the minimum criteria for more than one qualification (e.g. E1 Certificate and E2 Award), ASDAN will award the **higher level** qualification. Centres need to be aware of this when submitting candidates, especially where funding depends on a particular outcome.

### **The Personal Learning Record**

Where the candidate has or will obtain a ULN, credit awards are accurately recorded, amended and, if necessary, withdrawn in a timely manner in the Personal Learning Record (PLR)

The PLR is a free service operated by the Learning Records Service (LRS) that allows individual candidates access to their past and current achievement records.

After assessment has taken place, candidates who have a ULN and PLR can log into the system to view their achievement records and any progress towards achievement targets, i.e. an award, certificate or diploma.

Note: The QCF was replaced by the RQF (Regulated Qualifications Framework) on 1 October 2015. Associated changes to qualifications will be made as part of ASDAN's

regular review processes. General requirements for regulated qualifications and the design and development of qualifications are included in the Conditions of Regulation published by the regulators.

## **2.6 The Use of Part A Questions (WKS)**

### **WKS**

#### **Rationale**

The use of standardised proforma and Part A questions is intended to facilitate the presentation of valid evidence, maximise accessibility and ensure reliability and consistency in assessor judgement.

#### **ASDAN's Part A questions**

Although ASDAN's standardised pro forma are primarily designed to facilitate the production of evidence to meet Part B of the standards they also address some aspects of key skills knowledge. The question sheets have been designed, therefore, to allow the candidate to demonstrate knowledge and understanding that may not be explicitly shown within the portfolio they have produced. The questions are based on Part A of the wider key skills standards and the QCA guidance document QCA/04/1294, and can be accessed from the ASDAN website [www.asdan.org.uk](http://www.asdan.org.uk).

#### **Use of the individual question sheets**

Answers to the questions will provide information that should supplement the evidence already collected in the portfolio. It is highly unlikely that all the questions will need to be asked of any one candidate. Decisions about which questions are appropriate will depend on the nature and quality of the evidence already put forward. The question sheets should be used as part of the following process:

- The candidate presents their portfolio of evidence.
- The assessor reviews the evidence and identifies any gaps relating to Part B assessment criteria and evidence requirements.
- The assessor identifies and requests any additional performance evidence required.
- The assessor reviews the relevant Part A questions and ticks off those which are already addressed by the evidence presented in the portfolio. He/she notes where the evidence can be found (Example: "see review sheet p7").
- If necessary the assessor arranges to question the learner to provide supplementary evidence of knowledge and understanding.
- The assessor asks the outstanding questions and records candidate's answers (or, if appropriate, candidate provides written answers).
- The assessor decides whether the answers given are sufficient and valid.

Questions may need to be rephrased to help candidates' understanding. This must be done without leading the candidate or changing the meaning of the question.

*Candidates can be invited to expand/develop their answers with follow up prompts such as 'What if...' or 'How would you...'. Candidates should be encouraged to give examples of applying their knowledge and understanding.*

#### **Recording**

- Responses to the questions are recorded – in writing by the assessor, or by the candidate, or on audio or videotape.
- The method of recording is noted at the bottom of the Part A question sheet.

- When complete the sheet is signed and dated by the assessor.
- The sheet is included in the candidate's portfolio and referenced on the assessment checklist ready for internal and external moderation.