

Assessment: validity, reliability and accessibility

Policy and procedures

Contents

Assessment: validity, reliability and accessibility policy

Effective from:	September 2023
For the attention of Heads of:	Centre / ASDAN Qualification

Policy owner	Policy approver
Qualification Manager	Compliance Manager

Review history		
Date	Version	Reviewed by
August 2018	Version 1 Draft created and approved	Head: Quality Assurance and Qualifications
August 2019	Version 2: Updated	Compliance Manager
August 2021	Version 3	Compliance Manager
September 2023	Version 4 – effective from and next review dates updated to reflect policy review schedule.	Compliance Manager
To be reviewed July 2022	To be reviewed by Qualification Manager and approved by Compliance Manager	

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1 Overview

As an approved awarding organisation, ASDAN has confirmed with the regulatory authorities that it has adopted the principles outlined in:

- General/Standard Conditions of Recognition
- Equality Act 2010

ASDAN expects to work co-operatively with centres to ensure that the statutory regulation of external qualifications and programmes is upheld and, through this, award appropriately the candidates who have demonstrated that they have successfully achieved the required standards by centres using valid and reliable assessment methods.

Centres must ensure that all centre staff having a role in the delivery, assessment, moderation/verification and administration of ASDAN qualifications, and all candidates undertaking ASDAN qualifications have access to this policy and understand their responsibilities in relation to it.

2 Definition of validity, reliability and accessibility

2.1 Validity

Validity of assessment is the extent to which an assessment accurately measures what it is intended to measure.

2.2 Accessibility

The extent to which the assessment provides all students with a clear understanding of how to demonstrate their learning.

This policy does not cover the process for a centre to record and apply for access arrangements to be considered for reasonable adjustment. This can be found in the **Access Arrangement: Reasonable Adjustments and Special Consideration**. That policy and procedure allows candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

2.3 Reliability

The extent to which an assessment will produce the same consistent result. Reliable assessment ensures that judgments are trusted and defensible.

3 Responsibilities

3.1 ASDAN's responsibilities

ASDAN has a duty to ensure that all qualifications and programmes ensure that the assessment instruments and performance descriptors:

- Align to what is taught (content validity)
- Test what they claim to measure (construct validity)
- Reflect curriculum requirements
- Are authentic and appropriately challenging
- Provide realistic contexts
- Allow students to demonstrate specified performance levels within curriculum documents.

This is reviewed when a centre expresses interest in registering with ASDAN or has been approved to deliver one its regulated qualifications or programmes:

- Through a review of the centre's Assessment Plans and Activities at centre approval, see Centre Approval Guide.
- Through a review of the implementation of the centres policies and interviewing candidates at a centre audit.
- Reviewing the centres assessment plan alongside the candidate's portfolio of evidence at external moderation.

3.2 Centres' responsibilities

As a requirement of registration and approval, a centre must:

- Have in place, and make available to ASDAN as part of Centre Approval procedures, an appropriate policy for planning and managing its Internal Quality Assurance, including:
 - An Assessment and Internal Moderation Policy
 - A Document Retention Procedure
- Ensure that all Mandatory documents and units are completed as instructed and that any changes to the mandatory documents are approved by ASDAN prior to assessment.

Teachers can improve accessibility of assessment by:

- Sharing assessment information before the assessment is administered
- Providing all students with sufficient exposure to, and practice in, the work prior to the assessment
- Providing feedback that is timely enough to enable students to apply it
- Taking into consideration issues of access, equity and diversity so that students are not disadvantaged by their race, gender, ethnic background, disability, socio-economic status or other factors
- Effectively communicating to students what is required for successful completion through:

3 Responsibilities

- clear, appropriate use of layout, cues, visual design and format that are free of bias
- instructions that are clear, concise and unambiguous
- Providing clear assessment criteria that:
 - are taken from the curriculum to ensure assessment is connected with teaching and learning
 - are made explicit to students to focus their attention on what they have to achieve
 - provide students with feedback about their progress
- Using inclusive strategies to adjust teaching and learning experiences and assessment to enable all students to demonstrate knowledge, skills or competencies. Adjustments can be grouped into:
 - timing: the amount of time allocated
 - scheduling: when assessment occurs
 - setting: where assessment is completed
 - presentation: how an assessment appears or is communicated to a student
 - response: how a student may respond to the assessment
- Designing assessment activities with clear and specified conditions that support students to demonstrate the skill by:
 - giving sufficient notice of the task
 - ensuring that the length of the task or timeframe is appropriate to complete the task
 - providing appropriate access to equipment

Assessment and Moderation requires a reliable and consistent approach to accuracy and precision:

- The assessment must be repeatable and not a single occurrence – if it were to be repeated, the extent to which subsequent results would agree with previous results.
- The centre must use the ASDAN approved marking guides – the extent to which marks awarded by one marker would be comparable to those awarded by another marker.

Teachers can achieve reliability in the classroom by:

- Engaging in conversations to interrogate the standards/descriptions prior to teaching.
- Providing as much appropriate detail as possible about the assessment to guide students.
- Providing students with opportunities to engage with the standards/assessment criteria.
- Engaging in professional moderation conversations with colleagues to share samples of students' work and to check marking consistency, see the ASDAN Guide to Internal Quality Assurance.

4 Associated policies and procedures

Document name	Responsible person
Centre Approval Policy	Qualification Manager
Access Arrangements: Reasonable Adjustments Policy	Qualification Manager
Access Arrangements: Special Considerations Policy	Qualification Manager
Retention of Assessment Materials Policy	Compliance Manager
Internal Quality Assurance Guide for Centres	Compliance Manager



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