



Centre approval

Guidance for ASDAN qualifications

Centre approval

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Introduction

This booklet provides guidance on the centre approval process and should be read alongside the **ASDAN centre approval policy**, which is available to download from the ASDAN website: asdan.org.uk/policies-regulations-and-centre-guidance

Approved centres are responsible for delivering ASDAN's regulated qualifications to the standards specified.

ASDAN's regulators' (Ofqual, Qualifications Wales and CCEA) require an awarding organisation (eg ASDAN) to ensure that centres:

- have adequate systems and physical and human resources in place to support the delivery and assessment of its qualifications
- fully understand the requirements of its qualification specifications, and the processes and procedures which support its quality assurance activities
- ensure that the interests of learners are protected at all times

ASDAN's centre approval process sets out to confirm a centre's ability to comply with these responsibilities. Centres must complete the centre approval process in order to offer their chosen qualification(s).

All centres will be required to have an approval visit. ASDAN will carry out an approval visit to ensure the centre has sufficient resources before commencing delivery of ASDAN qualifications. Centres must arrange a centre approval visit to take place within 12 months of the application for ASDAN Qualifications membership. Should the visit not take place within 12 months, the ASDAN membership will be downgraded to Programmes Plus unless arranged otherwise by the centre and the centre will be required to re-apply for Qualifications membership.

A charge will be made for the centre approval visit, see the ASDAN website for full details of pricing and fees: asdan.org.uk/policies-regulations-and-centre-guidance

Requirements

To be fully approved, qualifications centres must:

- provide centre and staff information, including the name and email address of the main contacts at your centre: asdan.org.uk/member/centre-details/centre-contacts
- sign the centre agreement on the ASDAN website annually: asdan.org.uk/member/centre-details/centre-approval
- submit satellite and partnership information on the ASDAN website annually: asdan.org.uk/member/centre-details/centre-approval
- have their policies, procedures and documents approved during a centre approval visit
- attend training for their chosen ASDAN qualification(s)

Introduction

Centre approval visit

Following registration to deliver ASDAN qualifications and once all of the annual declaration and contact details have been completed on the ASDAN website, your ASDAN regional relationship manager will contact you to discuss which qualifications you would like to deliver and the mandatory training requirements.

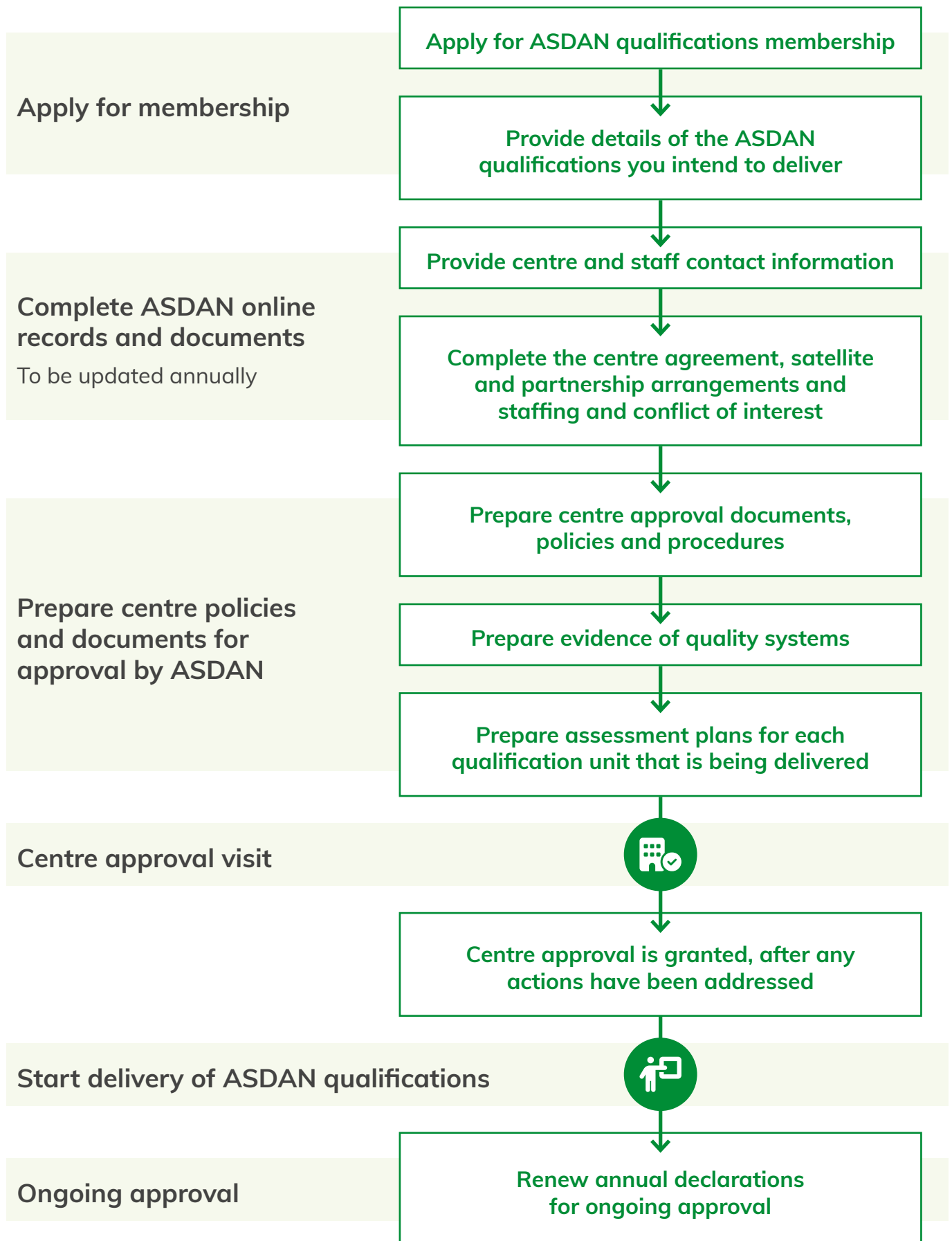
An ASDAN representative will then contact the centre to arrange a suitable date for the centre approval visit (see page 19).

Useful links

The ASDAN website contains essential information for delivering ASDAN qualifications:

- ASDAN policies and regulations and centre guidance: [asdان.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)
- Centre contact information: [asdان.org.uk/member/centre-details/centre-contacts](https://www.asdan.org.uk/member/centre-details/centre-contacts)
- Centre approval status and information: [asdان.org.uk/member/centre-details/centre-approval](https://www.asdan.org.uk/member/centre-details/centre-approval)

The centre approval process



ASDAN online records and documents

The following records and documents are completed online, via the members' dashboard of the ASDAN website: asdan.org.uk/member/centre-details/centre-approval

Centre agreement

This forms a legally binding contract between ASDAN and the centre, and sets out the expectations and responsibilities of both parties. It confirms the centre's understanding and acceptance of ASDAN's terms and conditions, and must be reviewed, signed and dated annually.

The centre must adhere to ASDAN's Centre Agreement for the full duration of the time that it is delivering ASDAN qualifications, and until such time that all learners registered for an ASDAN qualification have been certificated. This document is completed online.

Staffing and conflict of interest declaration

The centre contacts listed in the centre contacts section of the website must be kept up-to-date. Centre contact information must be renewed annually and each time there is a change: asdan.org.uk/member/centre-details/centre-contacts

It is a requirement of the regulatory Conditions of Recognition that ASDAN takes all reasonable steps to avoid any part of the assessment of a learner being undertaken by any person who has a personal interest in the result of the assessment. This is referred to as a conflict of interest. Centres are required to inform ASDAN as soon as a conflict of interest arises and annually confirm if they have any.

This information is completed online; there are tick boxes to confirm that the staffing information is up-to-date and if there are any conflicts of interest (eg between learners and assessors; between learners and IQAs; and between assessors and IQAs).

Satellite and partnership arrangements

Centres must confirm details of any satellite, partnership, consortium, franchise or sub-contract arrangement linked to the qualifications approval being requested on an annual basis. This document is completed online.

Definition

A centre that operates in multiple locations all under the same ASDAN centre number – with administration, delivery, assessment and moderation undertaken by staff that are directly or indirectly employed by the ASDAN centre – will be classified as satellites, branches or partnerships.

A satellite centre is not always an assessment site although it is likely to have an office and staff. An assessment site is a location where a learner is being assessed for their qualification (eg their workplace, an outdoor activity centre, an event where work is being carried out). If they are being assessed for their qualification by staff that are directly or indirectly employed by the ASDAN centre, then this is classified as a satellite centre.

ASDAN online records and documents

Centre approval for satellite centres

Satellite centres are required to meet the same centre approval criteria as the ASDAN approved centre and we require that the satellite centre operates the same quality assurance processes and procedures. Each satellite must ensure that there is always an ASDAN trained member of staff responsible for the qualification being delivered or assessed.

Completion of the **Satellite and Partnership Arrangements Form** (see Appendix 1) is a requirement, and must be completed in advance of undertaking any assessment.

Where an ASDAN registered centre uses any other provider to deliver any part of their ASDAN qualification provision, they must inform ASDAN of this prior to commencing assessment. If the subcontracted provider is using the ASDAN centre number to register or certificate learners, even if they are an ASDAN registered centre in their own right, the responsibility for ensuring the quality of delivery lies with the centre.

Centres must update these details on an annual basis.

If a registered centre has a number of satellite or partnership arrangements in place, any changes to their centre approval status will affect the entire operation. To notify ASDAN about a satellite centre or any changes to existing arrangements centres must complete and upload the **Satellite and Partnership Arrangements Form** (see appendix 1) and email to quality@asdan.org.uk

Satellite, partnership or third-party agreements must:

- Explain the background to, and purpose of, the agreement.
- List and describe the activities to be undertaken and who will do what.
- Record who will evaluate the effectiveness of the partnership and adherence to the agreement, and when evaluation will happen.
- List the partners and the duration of the agreement.
- Give contact details of partnership representatives.
- Be in writing and signed by both parties.

Overview of centre policies and documents

The list below outlines some of the documents that centres need to provide as part of the centre approval process, with a brief overview for each document. This is not an exhaustive list and ASDAN may request to see additional policies or documents during or following the approval visit.

Access to fair assessment

This must be a document that states how the centre ensures fair access to assessment for all learners. Reference may need to be made to the appeals policy which learners would need to refer to if they felt that fair access had not been available.

Appeals policy

This document should outline the centre's procedure for appeals for learners who believe they have not been treated fairly in relation to assessment outcomes, or any other aspect of the centre's delivery of qualifications, including who to contact in this situation.

Data protection policy

This policy demonstrates how the centre is meeting its responsibilities under the General Data Protection Regulation (GDPR).

Equal opportunities/Equality, diversity and inclusion policy

This policy must be in keeping with the Equality Act 2010 and demonstrate how the centre ensures that it is meeting the requirements of that Act.

Health and safety policy

Any health and safety policy must show evidence of undertaking risk assessments of the learning environment and the resources to be used.

Internal quality assurance policy and procedure

This is a key document for ASDAN, as internal moderation is a core element of our quality assurance procedures for centres delivering ASDAN qualifications. Internal quality assurance is the process by which a centre ensures that assessment carried out by its staff is accurate and that evidence produced for a qualification meets the qualification requirements. This document should detail the centre's approach to IQA, how and when it is carried out, and how it is documented.

See the ASDAN **Internal quality assurance guidance** for details about internal quality assurance (IQA), including assessor standardisation, available at: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

Malpractice policy

This policy must demonstrate that the centre takes any instance of malpractice very seriously, and that the centre has robust procedures for preventing it from happening, and for mitigating any effect on learners if it does. It must show that the centre understands that both staff and learner malpractice can occur.

Key points for centre policies and documents

The following pages outline the key points that must be included in each policy document. All policies submitted by centres must include:

- centre name in the title of the policy
- centre logo
- current policy date
- review arrangements

Access to fair assessment policy

This policy is about ensuring that all learners within a centre have the same opportunity to achieve a qualification, so that no learner is disadvantaged on the basis of any attribute or circumstance (eg language, disability).

The policy must include a statement of intent, detailing how the centre will:

- provide all learners with the opportunity to achieve their full potential by the most appropriate and direct route
- ensure the assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness
- implement assessment processes in a way which is fair and non-discriminatory

The policy may also include:

- how the policy is made accessible to all staff, learners and relevant third parties
- what a learner can expect from the centre in terms of appropriate induction and information sharing, the fair assessment and marking of their work, and how to raise any issues related to assessment decisions
- links to related policies, such as access arrangements; reasonable adjustments and special consideration; and equality and diversity

Appeals policy

This policy is about learners being able to complain or appeal against assessors' decisions. The policy must include statements on:

- learners being able to appeal about any of the outcomes received for the qualifications they are undertaking
- how learners are made aware of the existence of the policy and how to make an appeal (eg at induction)

The policy may also include the procedure for making such an appeal.

Data protection policy

It is a legal requirement to handle personal data properly and securely. This policy must comply with the requirements of GDPR legislation and any other current and appropriate data protection laws in relation to all learner data.

Centre policies and documents

Equal opportunities/Equality, diversity and inclusion policy

This policy reflects the duty of all educational organisations to publish their equal opportunities /equalities, diversity and inclusion policy, which must show that the centre adheres to the Equality Act 2010.

The policy must show that a centre recognises that discrimination can occur, is opposed to it and has procedures in place to prevent both direct and indirect discrimination from occurring. The policy must describe the way in which the centre will meet the requirements of the Equality Act 2010 in relation to learners, as well as all staff and any volunteers working in the centre.

It should be clear how staff, learners and volunteers are made aware of the existence of this policy and where it can be accessed – and how complaints are dealt with.

Health and safety policy

All organisations are required to have a health and safety policy which adheres to the 1974 Health and Safety Act. The Act places overall responsibility for health and safety with the employer. Who this is varies with the type of organisation, but for schools this will be either the Local Authority or the Governing Body.

The policy must include:

- a general statement of policy (ie who the policy is intended for and what it covers)
- who is responsible for each aspect of the policy

Plus, as appropriate:

- how staff and learners are made aware of safety rules and practices
- arrangements made to put in place, monitor and review measures necessary to reach satisfactory health and safety standards
- training of staff in health and safety, including competence in risk assessment
- off-site visits with learners
- selecting and controlling contractors
- first aid and support of learners' medical needs
- school security
- occupational health services and work-related stress
- consultation arrangements with employees
- workplace safety for teachers, learners and visitors
- violence to staff
- manual handling
- slips and trips
- on-site vehicle movements
- management of asbestos
- control of hazardous substances
- maintenance and, when necessary, examination and testing of equipment such as

Centre policies and documents

electrical equipment, local exhaust ventilation, pressure systems, gas appliances, lifting equipment and glazing

- recording and reporting accidents to staff, learners and visitors, including those reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)
- fire safety, including testing of alarms and evacuation procedures
- dealing with health and safety emergencies, procedures and contacts

Internal quality assurance (IQA) policy and procedure

Appropriate and effective internal quality assurance (IQA) ensures that the decisions of all assessors are consistent and fair to all learners. This is particularly important for ASDAN qualifications, which are internally assessed and externally quality assured (EQA). IQA procedures include the sampling and checking of learner work, the standardisation and recording of assessors' decisions, and the mechanism for the internal quality assurer (IQA) to feed back to assessors in order to improve practice (this includes feedback from both IQA and EQA activities).

The policy must include statements on:

- the purpose of the policy (eg to promote fairness and consistency and to meet awarding organisation requirements)
- the arrangements for planning and carrying out IQA
- keeping records of IQA activities, including standardisation and IQA sampling
- support and training of relevant staff

The policy may also include a description of the centre's IQA process and procedures.

All centres are required to have a procedure indicating how IQA is carried out. Centres must be aware of and have read ASDAN's **Internal quality assurance guidance**, available at: asdan.org.uk/policies-regulations-and-centre-guidance

ASDAN does not allow IQAs to quality assure any work which they have assessed. The IQA must be independent of any original assessment decisions made.

Centres with a limited number of staff involved in the delivery of ASDAN qualifications may be able to enter into an arrangement with another ASDAN centre, where they carry out IQA for each other. If they do, they should agree a schedule for IQA activities, which IQA recording templates they will use and a sampling strategy for each centre.

ASDAN advocates a risk-based approach to IQA sampling. This means that the centre should consider any aspects of delivery or assessment that might pose a risk to an overall successful outcome for each cohort. Risk factors include:

- how much experience the centre has in delivering the qualification
- how much experience each assessor has in assessing this qualification and/or other similar qualifications/familiarity with the qualification requirements
- whether there are any reasonable adjustments to assessment
- whether any assessment activities have been changed for this group of learners
- outcomes from previous IQA and EQA activities

Centre policies and documents

IQAs must ensure that they are familiar with the qualification requirements and their responsibilities as an IQA. They should attend ASDAN training for IQAs as well as attending a relevant qualification standardisation session delivered by ASDAN on a periodic basis.

Malpractice policy

This policy must demonstrate that the centre takes any instance of malpractice very seriously, has robust procedures for preventing it happening and for mitigating the effect if it does.

The policy must include:

- procedures for dealing with staff as well as learner malpractice
- how staff and learners are informed about the policy/procedures
- examples of what the centre views as malpractice, including specifically in non exam-based qualifications
- the centre's procedures for reporting and investigating instances of malpractice, including the immediate reporting of all suspected (alleged) and actual incidents of malpractice or maladministration to ASDAN
- the sanctions in place (eg disciplinary action/disqualification)

Safeguarding policy and procedure

This should include information on the centre safeguarding officer, who is responsible for any safeguarding matters raised at the centre. It should also include how concerns are dealt with, including the procedure for staff/parents to follow.

Evidence of quality systems

It is expected that centres applying for centre approval will have documents and procedures to demonstrate evidence of quality assurance systems.

Access to fair assessment

Centres must have on record a statement to say that they will provide an initial assessment of their learners to ensure that any disability or learning difficulty will not unfairly disadvantage them during the assessment process. Centres must be aware that it is their responsibility to provide certain adjustments for their learners during the delivery and internal assessment of qualifications.

Centres should be aware of ASDAN's **access arrangements and special consideration policies**, and will need to follow ASDAN's procedures for making any such requests: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

Learner enquiries and appeals

All centres must have an enquiries and appeals procedure available to learners.

For internal assessment decisions the centre's procedure must:

- identify the person with whom the learner should lodge an initial enquiry or appeal; this would usually be the learner's tutor or assessor
- state the method by which an appeal should be made
- if unresolved, state what the next steps should be: this should include submission to the person responsible for internal quality assurance
- if still unresolved, state what the next steps should be. This may include submission to the Head of Department/Quality, or to other persons who are independent of the internal assessment decision making process
- if the learner is still unhappy with the outcome, include procedures for referral to ASDAN; see ASDAN enquiries and appeals procedure
- stipulate clear timelines for dealing with each step and retention of evidence

For external quality assurance (EQA) decisions the centre's procedure must:

- stipulate clear timelines to learners for making an appeal which takes into account the timescales published by ASDAN
- state the method by which the appeal should be made

Centres must ensure that learners are aware of when and how they can enquire or appeal against decisions made by centre assessors or by ASDAN. Centres should refer to ASDAN's **enquiries and appeals policies** before submitting to ASDAN: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)

Evidence of quality systems

Conflicts of interest

It is recognised that there may be a risk that some centres with a business interest in the outcome of assessments may have a conflict of interest when determining the achievement of learners. To mitigate this risk ASDAN requires centres to have in place, and to apply, sufficient and robust quality assurance procedures to safeguard the integrity of ASDAN qualifications. This will include how a centre manages conflicts of interest and how the assessment process is protected from any potential adverse effect.

Definition

A conflict of interest in this context can be defined as a situation that has the potential to undermine the impartiality of a tutor, assessor or IQA because of a person's self-interest, professional interest or public interest.

ASDAN is required under its Conditions of Recognition to be aware of any potential conflicts of interest that may impact on the outcomes of internal assessment and ultimately the award of a qualification.

Examples

The following are examples of potential conflicts of interest. This list is by no means exhaustive and centres must develop their own policies and procedures.

- A member of staff works for a centre and a family member takes a qualification at the same centre
- A member of staff at the centre is completing a qualification delivered and assessed by the centre
- Tutor, assessor or IQA working with more than one centre or private training provider
- Tutor, assessor or IQA partaking in the appointment, promotion, supervision or evaluation of a person with whom they have family connections with
- A member of centre staff involved in the delivery or outcome of an ASDAN qualification having a family connection with an ASDAN registered learner or learner's family

A centre policy or staff contract should make it clear to staff what may constitute a conflict of interest, and when, to whom and where this should be declared and recorded.

Centres are expected to inform ASDAN if a conflict of interest arises immediately and provide details of how this will be mitigated at the centre. The **conflict of interest declaration form** (see Appendix 2) can be downloaded from the ASDAN website: asdan.org.uk/policies-regulations-and-centre-guidance

At the approval visit, ASDAN will require evidence of how centres carry out an annual conflict of interest check on all staff.

Evidence of quality systems

Data protection and privacy (fair processing)

It is a legal requirement to handle personal data properly and securely.

Centres must show how they comply with the requirements of GDPR legislation and any other current and appropriate data protection laws in relation to all learner data and ensure all learners are aware of ASDAN's **privacy notice**: asdan.org.uk/policies-regulations-and-centre-guidance

The data collected and personal learner information will not be disclosed to any unauthorised person or body.

Privacy notice (fair processing notice)

These notices are the means by which learners are informed about what will happen to the data collected about them, and furthermore, how that data will be processed and shared. Centres must inform learners about what happens to the data they collect in relation to ASDAN qualifications, including what data is shared with ASDAN. If centres require further information about learner data sent to ASDAN (eg how it is processed and to whom it may be passed on) should refer to ASDAN's privacy notice. All learners must be made aware of ASDAN's **privacy notice**: asdan.org.uk/policies-regulations-and-centre-guidance

Equality and diversity

Centres must show that they are clearly committed to supporting equality and diversity for learners by ensuring open access to qualifications and assessments irrespective of age, gender, ethnic origin, religious beliefs, employment status, nationality, sexual orientation, marital status or disability.

Centres must ensure that their policy and procedures meet the requirements of the Equalities Act 2010.

Health and safety

Centre policies should cover both staff and learners and state who in the organisation is responsible for health and safety.

Centres must indicate that they will ensure all premises (including hired sites) have appropriate health and safety provision for the delivery and assessment of qualifications.

Malpractice and maladministration

Centres are required to have robust procedures in place for preventing and investigating incidents of malpractice or maladministration. Centres must promptly notify ASDAN of any potential, suspected or actual incidences of malpractice or maladministration, in line with ASDAN's **malpractice and maladministration policy**: asdan.org.uk/policies-regulations-and-centre-guidance

Evidence of quality systems

Definition

Malpractice: usually a deliberate breach of regulations; risk of compromising quality assurance or control; undermining integrity and validity of assessment or certification of qualifications; damaging to authority of those responsible for conducting the assessment and certification; compromise the reputation of ASDAN, the centre, or the wider qualifications community. May be due to staff or learner actions. Reported to Regulators and other awarding organisations.

Maladministration: usually unintentional, leads to non-compliance with ASDAN requirements. Mostly administrative or quality assurance procedures; may involve centre staff or awarding organisation staff. If serious, may be treated as malpractice (for example, if a centre continues to ignore requests or requirements to address maladministration).

What might it look like?

Examples may include:

- portfolios containing very similar or identical work and/or mandatory documents. Nearly always this is a case of the assessor/internal quality assurer (IQA) not fully understanding the requirement for work to be explicitly individual to the learner
- improper assistance given to learners
- use of a reasonable adjustment where this has not been declared and/or ASDAN's policy and procedure for the use of a reasonable adjustment has not been followed (eg use of a scribe that is not attributed to the person writing)
- learner and/or unit details submitted when confirming external quality assurance (EQA/moderation) (eg wrong level or unit selected), or not notifying ASDAN of a learner to be withdrawn until EQA/moderation is under way
- the same person acts as assessor and IQA
- submitting candidates before they have finished the course and/or work has been internally moderated, resulting in them being withdrawn at external moderation stage
- failure to follow ASDAN's policies or procedures for qualifications

How can a centre prevent it?

- Provide learners and staff with induction training which covers relevant centre policies and procedures.
- Deal with any incidences of suspected or actual maladministration/malpractice promptly, following the centre's and ASDAN's policies and procedures.
- Provide staff involved in the delivery, assessment and IQA of ASDAN qualifications with appropriate training, and make sure they are familiar with all of the relevant ASDAN and centre policies and procedures.
- Ensure a robust, risk-based internal quality assurance strategy that confirms the validity of evidence and any claims for certification.
- Ensure admin staff (eg exams officers) are clear about their responsibilities, for example: registering learners; requesting external quality assurance (EQA/moderation) activities; submitting details of learners and units to be submitted for EQA or certification).

Evidence of quality systems

The importance of reporting it

- It enables ASDAN to support the centre so that the situation can be managed appropriately.
- It prevents other learners and qualifications from being at risk of the same maladministration/malpractice.
- It protects the validity and security of ASDAN qualifications and the reputation of the qualification system.
- Not reporting it would be a breach of ASDAN's, and probably the centre's own, policy and procedures.

How to report suspected or actual malpractice or maladministration

Centres must report any suspected or actual incidents of malpractice or maladministration to ASDAN as soon as they become aware of it.

Centres must submit the full details to ASDAN, using the **Notification of malpractice or maladministration form**. A copy of this form can be found on the ASDAN website: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance) or can be obtained by contacting ASDAN's Qualifications and Quality team by email: quality@asdan.org.uk.

Any additional evidence to support the allegation should be included with the form.

Organisation chart

This should be a diagram showing management functions and duties, illustrating clear lines of accountability. It must include the name and job title of the person responsible for each function relating to the assessment, administration, internal quality assurance and quality management of ASDAN qualifications.

Procedure for dealing with complaints

Centres must show how they would handle complaints from learners/staff, including:

- how learners and staff are made aware of the complaints procedure
- appropriate timescales for dealing with them
- method by which a complaint should be made
- to whom an initial complaint should be made
- next steps if the complaint is not resolved (ie to whom is the complaint then referred)
- if still unresolved name an independent party who could make an independent judgement about the complaint; in certain circumstances this may be ASDAN

Procedures for managing internal assessment

Internal assessors must have the appropriate qualifications, training and expertise to assess portfolio-based qualifications. Centres must be able to explain their procedures for managing the assessment process, including how assessment plans are written, evaluated and agreed.

Evidence of quality systems

Assessment plans

Where a centre plans to start delivering a qualification, sample assessment plans for the qualifications the centre is planning to deliver will need to be approved. See the ASDAN **Assessment planning guidance** for details on completing assessment plans: asdan.org.uk/policies-regulations-and-centre-guidance

Assessment plan templates and examples are available to download from the relevant course pages of the ASDAN website: asdan.org.uk/courses

Satellites, partnerships and third parties

A satellite centre is a site associated with a registered ASDAN centre, and is required to meet the same centre approval criteria.

Satellites are normally approved to offer the qualifications agreed by the approved centre and are required to operate the same quality assurance processes and procedures. A satellite centre is not always an assessment site, although it will have an office and staff.

Where delivery or assessment of qualifications is shared with a partner organisation via a third party agreement, centres must declare this and provide details of responsibilities and the quality assurance arrangements in place.

Staff recruitment, induction and development policy or statement

Centres must confirm they will ensure that they have sufficient staff with the appropriate training, qualifications and experience to deliver ASDAN qualifications, and that staff will be supported to maintain their experience and skills.

Centres must show how they will ensure that staff keep up-to-date with ASDAN's centre requirements.

Withdrawal policy

Centres must be able to describe the procedures in place to protect the interests of learners following any withdrawal from delivering a qualification, either as planned by the centre or imposed as a sanction by ASDAN. For example, if the centre decides to no longer offer ASDAN qualifications, it must have procedures in place to ensure that all learners who are working towards an ASDAN qualification are given the opportunity to complete the qualification before the centre withdraws from its agreement with ASDAN.

Centre approval visit

The centre approval visit will be conducted by an external quality assurer (EQA) who is a suitably experienced and trained representative of ASDAN's Quality and Qualifications team. ASDAN will provide guidance and a **Centre approval visit planner** (see Appendix 3), to be completed and returned to the EQA at least seven days prior to the visit.

During the visit, the EQA will check that the following are in place:

- centre approval documents, policies and procedures (see page 8), including the key points (see pages 9–12)
- evidence of quality systems (see pages 13–18)
- assessment plans for the qualification units you wish to deliver

See the ASDAN **Assessment planning guidance** for details on completing assessment plans: asdan.org.uk/policies-regulations-and-centre-guidance

The **Centre approval process checklist** (see pages 20–21) can be used in conjunction with the **Centre approval visit planner** to prepare for the centre approval visit.

Centre approval process checklist

Before your centre approval visit

Have the following policies available for approval:	✓
• access to fair assessment policy	
• appeals policy	
• equal opportunities policy	
• GDPR policy	
• health and safety policy	
• internal moderation policy and procedure	
• malpractice and maladministration policy	
• safeguarding policy and procedure	
Make sure every policy includes:	✓
• your centre name	
• your logo	
• the current policy date	
• when the policy is due for renewal	
Have the following documents available:	✓
• organisational chart	
• staff recruitment and induction policy	
• conflicts of interest process and procedure	
• learner support information	
• withdrawal policy	
• qualification review process, including quality systems	
• satellite centres and partnership agreements	
• completed assessment plans (templates for each unit are available)	

Centre approval process checklist

After your centre approval visit

What next:	✓
• attend ASDAN training for the qualifications you are delivering	
• attend termly support meetings with your ASDAN regional representative	
Annual requirements	✓
• pay your annual centre registration fee	
• review and re-sign the Centre Agreement	
• confirm any satellite and partnership arrangements	
• check and confirm staff details are up-to-date and add any new staff – update job roles and the conflict of interest declaration	

Appendix 1 Satellite and partnership declaration form

ASDAN Satellite and partnership declaration form

Please note that a centre that operates in multiple locations all under the same ASDAN centre number with administration, delivery, assessment and moderation undertaken by staff that are directly or indirectly employed by the ASDAN centre will need to be identified.

Complete sections 1 and 2 of this form and send it to compliance@asdan.org.uk

- 1. Centre and satellite details** – please give details of all satellite, branch, partnership, consortium, sub-contracting or franchise arrangements linked to the qualification(s) approval is requested for, outlining the roles and responsibilities of each organisation.

Centre name:
ASDAN centre number:
ASDAN centre contact name:

Name of satellite centre, branch, partner or subcontractor	Address of satellite centre, branch, partner or subcontractor	Role and responsibility (eg administration, teaching, assessment, moderation)

- 2. Qualification and staffing information** – please list the ASDAN qualifications that will be delivered at each satellite centre, branch, partner or subcontractor

Name of satellite centre, branch, partner or subcontractor	Qualification and unit(s)	Staff member name and role	Staff member ASDAN trained (yes/no)



ASDAN November 2022

Appendix 1 Satellite and partnership declaration form

ASDAN Satellite and partnership declaration form

Please provide details of the teaching support you will be providing to learners, teachers and assessors outside of the ASDAN registered centre (describe how this support will be recorded and made available to ASDAN if requested):

Please detail plans for monitoring quality and consistency of assessment, include how you propose to authenticate learner work, particularly in relation to any learners completing assessment outside of, or at a distance from the centre:

Please confirm and explain how any satellite/branch meets the requirements of your internal health and safety policy as well as your safeguarding policy and enables the security of learner work or any other related assessment materials:

How do you ensure that each satellite centre, partner and subcontractor is kept up to date with the requirements of ASDAN and the regulators?

Please confirm that there are in place agreements with third parties and sub-contractors to ensure that all policies and requirements referred to in the centre agreement are enforceable (if applicable):

Describe the systems in place for monitoring the activities of partnership organisations and satellite centres in keeping with ASDAN's requirements (if applicable):

ASDAN QA manager sign off – for ASDAN purposes only. On completion, please send to the EQA auditor.

QA manager name and role:

QA manager signature:

Date of approval:

Conditions of approval:

Reasons for non-approval:



ASDAN November 2022

Appendix 2 Conflict of interest declaration form

ASDAN Conflict of interest declaration form

It is a requirement of the regulatory Conditions of Recognition that ASDAN takes all reasonable steps to avoid any part of the assessment of a Learner being undertaken by any person who has a personal interest in the result of the assessment.

All centres delivering ASDAN qualifications are therefore required to declare circumstances where staff involved in the delivery of ASDAN qualifications have a financial or contractual interest, or have a personal or family interest, in the outcome of assessment, standardisation or internal moderation.

For example, a range of conflicts of interest may exist where:

- An assessor is also an owner of a centre and stands to gain financially from high achievement rates
- An assessor is related to a candidate whose work they are teaching or assessing or internally moderating
- The appraisal and reward of a trainer/assessor with a dual role is dependent on high achievement rates

This form should be completed as soon as a potential or actual conflict of interest has been identified at a registered centre.

Please complete the form as fully as possible and send it with any supporting evidence to compliance@asdan.org.uk

1. Your contact details

Centre name:	
ASDAN centre number:	
Your name:	
Your role title:	
What is your connection with the centre/staff member?	
Your email address:	
Your phone number:	
Please indicate if you wish to remain anonymous throughout the process:	<input type="checkbox"/> Yes <input type="checkbox"/> No



ASDAN January 2023

Appendix 2 Conflict of interest declaration form

ASDAN Conflict of interest declaration form

2. Details of the conflict of interest

If member/s of staff at an ASDAN registered centre are involved in the potential or actual conflict of interest, please complete the following details:

Person/s name/s:
Person/s role/s at the centre:
ASDAN qualification/s affected:

Details of the conflict of interest – please describe the full nature of the potential or actual conflict of interest, in order to help us to take the appropriate action. Include any actions carried out by the centre or yourself, relating to the issue. Attach any supporting documentation, as necessary.

3. Declaration

I understand that ASDAN will retain and process electronically the information given in and with this report, and may use it for any purpose deemed relevant to this enquiry.

Signed:	Date:
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ASDAN sign off – for ASDAN purposes only.

Status:	
Reason:	
Actions:	
QA manager name and role:	
QA manager signature:	Date:



ASDAN January 2023

Appendix 3 Centre approval visit planner

ASDAN Centre approval visit planner

Centre name:
ASDAN centre number:
Name of centre QA representative:
ASDAN EQA name and email:
Qualification(s) to be delivered and level(s):
Date and time of visit:

Complete sections 1 and 2 of this form, sign and return it to the ASDAN External Quality Assurer (EQA) **at least seven working days prior to the visit**

1. Location of visit – if online, please state platform to be used (eg Teams, Zoom)

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2. Staffing, management and quality assurance

Job role	Full name(s)	ASDAN training attended (yes/no)
Head, principal or centre manager		
Finance contact		
Quality assurance contact		
Internal moderation contact		
Examinations officer		

Centre coordinator signature:
Date:



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Appendix 3 Centre approval visit planner

ASDAN Centre approval visit planner

3. Evidence

The following will need to be provided and the EQA may also need to see additional evidence on the day. This can be used as a checklist for when you have located the policies in your centre.

Statements, policies and procedures	Evidence (yes/no)
Organisation chart	
Staff recruitment, induction and development policies or statements, including staff CVs	
Procedure for internal moderation	
Access to fair assessment statement or policy	
Procedure for dealing with complaints	
Procedure for dealing with candidate enquiries, requests for review of marks (EPQ) and appeals against assessment decisions	
Procedure for dealing with malpractice and maladministration	
Health and Safety policy or statement	
Safeguarding policy or statement	
Equality, diversity and inclusion policy or statement	
Conflict of interest policy and procedure	
Statement on candidate support (could include): <ul style="list-style-type: none"> • initial assessment and induction • advice and guidance procedures • obtaining a unique learner number (ULN) • credit transfer, exemption and recognition of prior learning 	
Withdrawal policy or statement	
Procedure for quality assurance review of the qualification (review and feedback, monitoring learner progress)	
Data protection policy or statement and privacy notice	
Satellites and third-party partnership arrangements policy or statement (where applicable)	
Assessment planning: procedure for delivery of required GLH and recording of assessment and related assessment plans	



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