



# Assessment planning

Guidance for ASDAN qualifications

# Assessment planning

## Guidance for ASDAN qualifications

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# Planning for assessment

ASDAN centres are required to show evidence of assessment planning as part of the centre approval process and whenever they submit a sample for external quality assurance (EQA) sampling. Assessment planning:

- supports centre staff with responsibility for delivery and assessment to think through what their learners will need to do to achieve an ASDAN qualification
- using ASDAN assessment plans, or a similar tool, guides assessors to differentiate between learning/teaching activities and assessment tasks, choose appropriate assessment activities for their learners, and identify effective forms of evidence from each assessment activities
- provides ASDAN with reassurance that centre staff understand their responsibilities relating to ASDAN qualifications

## Principles of assessment

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

All assessment must be valid, reliable, manageable, equitable and fair:

- ✓ **Valid** – will the assessment measure what it is supposed to?
- ✓ **Reliable** – would the assessment show the same results over time and across different learners and cohorts?
- ✓ **Manageable** – can it be administered and assessed in your learning situation, can it be achieved by your learners, and will the assessor be able to determine achievement?
- ✓ **Equitable and fair** – is the assessment accessible to all learners and free of any aspects that would disadvantage a learner because of their gender, race, disabilities, etc?

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

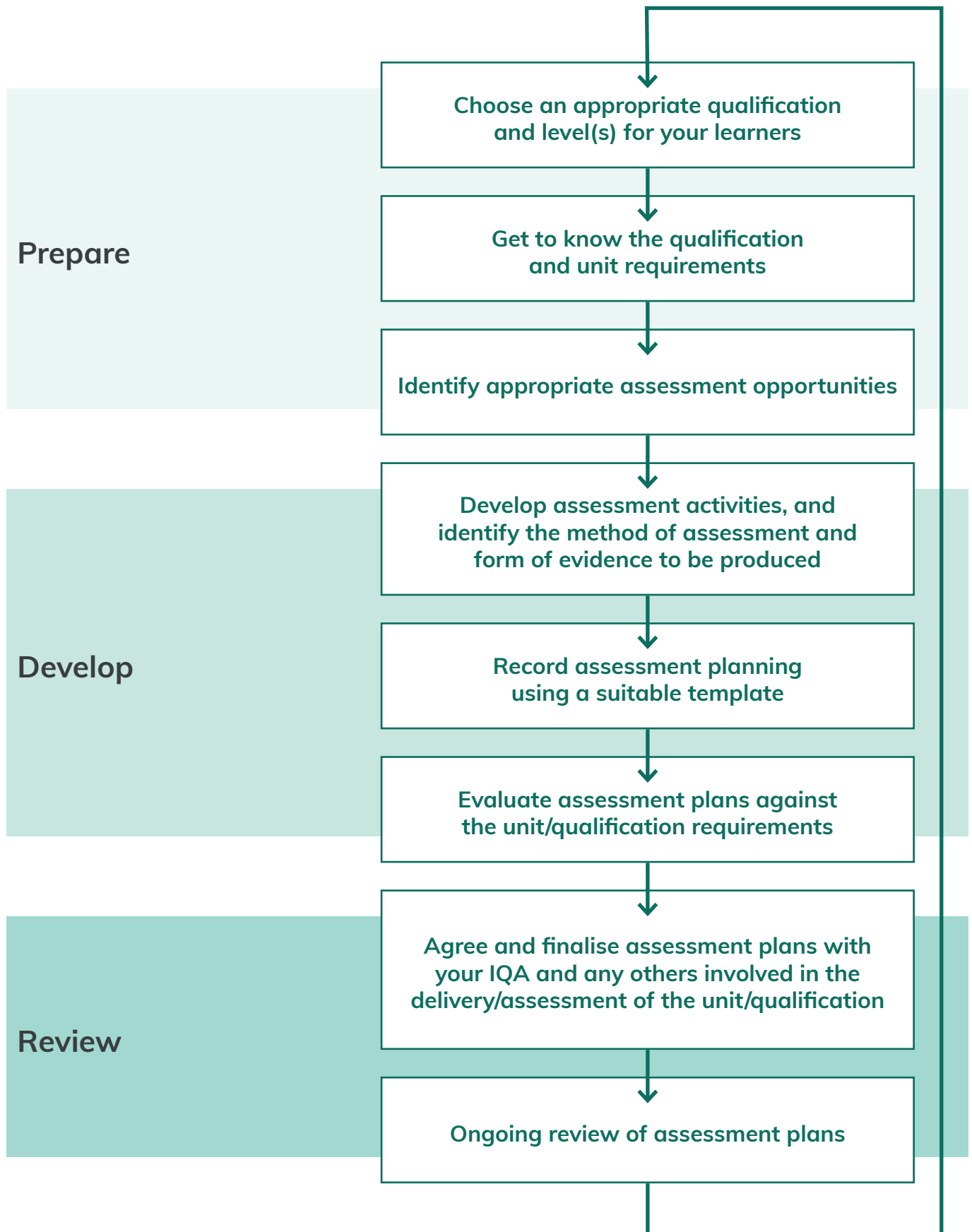
## Ensuring validity

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

- is appropriate for its purpose
- has an outcome which is measurable against the relevant assessment criteria
- has been designed to allow learners to show that they have the required knowledge, understanding and/or skills to meet the requirements of the unit/qualification
- allows all assessors to make reliable assessment decisions
- allows the interpretation and inferences, which can be drawn from the assessment outcomes to be meaningful and justifiable

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

# The assessment planning process



# Prepare

## Choose an appropriate qualification and level(s) for your learners

It is important to know what the overall aim is for your learners and the level(s) your learners are working at, so that you can choose the most appropriate qualification and units for them to complete.

What do you want your learners to achieve? You may be required to support your learners to achieve a specific qualification that complements other elements of their curriculum, or you may be choosing a qualification and units to address gaps in their knowledge/skills.

### Understanding qualification levels

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

Qualification level	What they entail
<b>Entry level</b> Entry level qualifications cover three sub-levels: Entry 1, 2 and 3. Entry level 3 is the most difficult.	Qualifications at this level recognise basic knowledge and skills and the ability to apply learning in everyday situations under direct guidance or supervision. Learning at this level involves building basic knowledge and skills.
<b>Level 1</b> Similar to having a GCSE at grades D–G or 1–3.	<ul style="list-style-type: none"><li>• basic knowledge and skills</li><li>• ability to apply learning with guidance or supervision</li></ul>
<b>Level 2</b> Similar to having a GCSE at grades A*–C or 4–9.	<ul style="list-style-type: none"><li>• good knowledge and understanding of a subject</li><li>• ability to do a variety of tasks with <b>some</b> guidance or supervision</li></ul>
<b>Level 3</b> Similar to an AS or A level*	<ul style="list-style-type: none"><li>• ability to gain or apply a range of knowledge, skills and understanding at a <b>detailed</b> level</li><li>• appropriate if the learner plans to go to university, work independently – this level requires independent assessment evidence and not ambiguous group work</li></ul>

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

# Prepare

Different learners in the same group may be working at different levels. ASDAN qualifications are designed so that you can deliver the same qualification at different levels at the same time.

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

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

Qualification specifications are available to download from the qualifications course pages of the ASDAN website: [asdan.org.uk](https://www.asdan.org.uk)

## Get to know the qualification and unit requirements

So that valid assessments can be developed, centres should be familiar with the qualification units and their specific requirements, as set out in the qualification specification. This clearly identifies the knowledge, understanding and skills that are to be assessed.

Further guidance on fulfilling the unit specification can be found in the guidance sections of the standards with guidance or qualification centre handbook (PSE), available to download from the qualifications course pages of the ASDAN website: [asdan.org.uk](https://www.asdan.org.uk)

# Prepare

## Identify appropriate assessment opportunities

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

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

Assessment resources are available to download from the qualifications course pages of the ASDAN website: [asdan.org.uk](https://www.asdan.org.uk)

# Develop

## Develop assessment activities, and identify the method of assessment and form of evidence to be produced

The assessment method will vary depending on what is being assessed – knowledge or skill performance. The assessment method and the level the learner is working at will influence the evidence that could be produced.

### Assessment of knowledge-based assessment criteria

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

### Assessment of skills-based assessment criteria

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



# Develop

## Think about the number of assessments

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

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

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

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

If you are developing an assessment activity across units, you must be sure that the content of the units is sufficiently related to make the assessment coherent and meaningful to learners. Some assessment methods lend themselves more easily to assessing across more than one criterion/learning outcome or unit than others.

# Develop

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

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

## Consider the learner

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

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

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

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

## Develop an assessment

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

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

# Develop

## Record assessment planning using a suitable template

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


Assessment plans should be shared with everyone involved in the delivery and assessment of that unit and internal quality assurers (IQAs), while learners should also be given relevant information.


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


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

# Develop

## Assessment plan templates

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

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

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


Certificate of Personal Effectiveness: Level 1  
Assessment plan

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

**Assessment plan – CoPE Level 1**  
**Planning and Carry out a Piece of Research**

Outcome:	Assessment criteria	Assessment activity/opportunity	Assessment method
R1.1 Research into a special area of interest, with help from an appropriate person	1.1.1 Identify a broad area of interest and divide it up into different sections 1.1.2 Choose one of these sections and plan how to carry out the research 1.1.3 Agree where to get information for research		
R1.2 Carry out the research, using help as required	1.2.1 Follow the research plan 1.2.2 Keep a record of sources of information and of research activities 1.2.3 Show an understanding of the chosen subject by describing what was learnt		
R1.3 Present research to others in a suitable way, using help as required	1.3.1 Prepare for presenting the research 1.3.2 Present the research using a suitable method 1.3.3 Review the presentation with a suitable person		

Created by: \_\_\_\_\_ Job role: (eg teacher, assessor, internal moderator)  
Agreed by: \_\_\_\_\_ Job role: (eg lead internal moderator, quality manager)  
Approved by: \_\_\_\_\_ ASDAN Job role: (eg quality manager, compliance officer, EGA)



Assessment planning checklist

ASDAN qualification:		
Unit:		Level:
Title of project/task/assessment activity:		
Criteria	✓	Comments
Is the assessment activity/task set in a context that is relevant to the learner?		
Is the assessment activity/task interesting to the learner?		
Is the assessment activity/task guidance clear, explicit and written in language that matches the level of the unit?		
Does the assessment activity/task support learners to produce sufficient evidence of the skills/knowledge and understanding specified in the unit to ensure coverage of all referenced assessment criteria?		
Does the assessment activity/task support learners to produce evidence that can be measured against the requirements of all referenced assessment criteria?		
Does the assessment activity/task prompt the learner to produce evidence at the appropriate level?		
Does the assessment activity/task enable the learner to demonstrate an appropriate degree of independence and choice (for the level of the unit)?		
Is the assessment activity/task, and any associated resources, accessible to all learners?		
Is the timescale for completing the assessment activity/task realistic?		
Does the assessment activity/task afford equal opportunity for all learners?		
Can the assessment activity/task be delivered effectively and efficiently with the resources available at the centre?		
Created by:	Job role:	Date:

Example

Centre number: 10856

Assessment criteria	Assessment activity/opportunity	Assessment method	When	Credits: 2
Can you explain a reason why it is important to follow health and safety signs in the workplace?	Discussion about H and S in the workplace. Candidate completes first part of p1 of Resource sheet	Oral questioning Review of Resource sheet	By mid Oct.	Resource sheet
Can you describe what to do if the fire alarm sounds?	Candidate provides at least three examples of common safety signs in the centre and gives meaning. Candidate identifies at least two examples of protective clothing. Candidate completes second part of p1 of Resource sheet	Review of Resource sheet and other evidence	By mid Oct.	Resource sheet, Annotated photos
How do you know the health and safety signs have been given and not a task?	Candidate carries out designated task in the community garden. Candidate completes first part of p2 of Resource sheet and collates photos.	Observation Oral questioning Review of Resource sheet and other evidence	By end Oct.	Resource sheet incl. witness statement of assessment of Annotated photos

Job role: (eg teacher, assessor, internal moderator) Teacher Date: 05/09/2021  
Job role: (eg lead internal moderator, quality manager) Lead I/M Date: 20/09/2021  
ASDAN Job role: (eg quality manager, compliance officer, EGA) EGA Date: 07/10/2021

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## Evaluate assessment plans against the unit/qualification requirements

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

# Review

## Agree and finalise assessment plans

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

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

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

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

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

## Ongoing review of assessment plans

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

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

# Assessment planning resources

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

These resources are available to download from the qualifications course pages of the ASDAN website:

[asdan.org.uk](https://asdan.org.uk)

## Assessment plan templates

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

## Assessment planning checklist

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

## Completed examples of assessment plans

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

Assessment planning checklist

ASDAN qualification:		
Unit:		Level:
Title of project/task/assessment activity:		
Criteria	✓	Comments
Is the assessment activity/task set in a context that is relevant to the learner?		
Is the assessment activity/task interesting to the learner?		
Is the assessment activity/task guidance clear, explicit and written in language that matches the level of the unit?		
Does the assessment activity/task support learners to produce sufficient evidence of the skills/knowledge and understanding specified in the unit to ensure coverage of all referenced assessment criteria?		
Does the assessment activity/task support learners to produce evidence that can be measured against the requirements of all referenced assessment criteria?		
Does the assessment activity/task prompt the learner to produce evidence at the appropriate level?		
Does the assessment activity/task enable the learner to demonstrate an appropriate degree of independence and choice (for the level of the unit)?		
Is the assessment activity/task, and any associated resources, accessible to all learners?		
Is the timescale for completing the assessment activity/task realistic?		
Does the assessment activity/task afford equal opportunity for all learners?		
Can the assessment activity/task be delivered effectively and efficiently with the resources available at the centre?		
Created by:	Job role:	Date:

ASDAN  
September 2024

Certificate of Personal Effectiveness: Level 1  
Assessment plan

Centre name: \_\_\_\_\_ Centre number: \_\_\_\_\_

Assessment plan – CoPE Level 1  
Planning and Carrying Out a Piece of Research

Outcome:	Assessment criteria	Assessment activity/opportunity	Assessment method	When	Evidence
R1.1 Research into a special area of interest, with help from an appropriate person	1.1.1 Identify a broad area of interest and divide it up into different sections. 1.1.2 Choose one of these sections and plan how to carry out the research. 1.1.3 Agree where to get information for research.				
R1.2 Carry out the research, using help as required	1.2.1 Follow the research plan. 1.2.2 Keep a record of sources of information and of research activities. 1.2.3 Show an understanding of the chosen subject by describing what was learnt.				
R1.3 Present research to others in a suitable way, using help as required	1.3.1 Prepare for presenting the research. 1.3.2 Present the research using a suitable method. 1.3.3 Review the presentation with a suitable person.				

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

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Employability Entry 2  
Assessment plan: completed example

Centre name: ASDAN Centre number: 10856

Assessment plan – Employability Entry 2  
Health and safety in the workplace

Outcome:	Assessment criteria	Assessment activity/opportunity	Assessment method	When	Credits: 2 Evidence
HSWE2.1 Understand why it is important to follow health and safety instructions in the workplace	E2.1.1 Give a reason why it is important to follow health and safety instructions in the workplace	Discussion about H and S in the workplace. Candidate completes first part of p1 of Resource sheet	Oral questioning Review of Resource sheet	By mid Oct.	Resource sheet
HSWE2.2 Know the fire procedure in own organisation	E2.2.1 Describe what to do if the fire alarm goes off				
HSWE2.3 Know how to identify hazards, safety signs and protective equipment in the workplace	E2.3.1 Give an example of a workplace hazard. E2.3.2 Identify common safety signs in the workplace and state what they mean. E2.3.3 Identify protective equipment/conditioning that is used in the workplace	Candidate provides at least three images of common safety signs in the centre and gives meaning. Candidate identifies at least two examples of protective clothing. Candidate completes second part of p1 of Resource sheet	Review of Resource sheet and other evidence	By mid Oct.	Resource sheet Annotated photos
HSWE2.4 Be able to follow health and safety procedures and instructions to complete tasks safely	E2.4.1 Follow the health and safety procedure they have been given when carried out a task. E2.4.2 Use tools or equipment safely. E2.4.3 Follow instructions to keep their work area clean and tidy	Candidate carries out designated task in the community garden. Candidate completes first part of p2 of Resource sheet and collates photos.	Observation Oral questioning Review of Resource sheet and other evidence	By end Oct.	Resource sheet Incls. witness statement s2 Annotated photos

Created by: A Wood Job role: (eg teacher, assessor, internal moderator) Teacher Date: 05/09/2021  
 Agreed by: R Kaur Job role: (eg lead internal moderator, quality manager) Lead IM Date: 20/09/2021  
 Approved by: D Hughes ASDAN Job role: (eg quality manager, compliance officer, EOA) EOA Date: 07/10/2021

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Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY  
✉ [info@asdan.org.uk](mailto:info@asdan.org.uk) | Follow us on social media: [@](#) [f](#) [in](#)