

Centre guidance

Awarding vocational qualifications

CoPE, AoPE, PSD, Employability,
Personal Progress and Wider
Key Skills

Summer 2021

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Executive summary

ASDAN's qualifications fall into Ofqual's B2 category for awarding in summer 2021. Fully completed qualifications will be moderated as normal. Awarding of partially completed qualifications, will be based on teacher assessed grades (TAG) and an external quality assurance review by ASDAN (as opposed to a traditional moderation).

These arrangements will cover learners in the following categories:

1. Learners who have completed the qualification in full without adaptations (similar to a learner in 2019)
2. Learners who have completed the qualification in full with adaptations (using the adaptations allowed in 2020–2021)
3. Learners who have partially completed the qualification but meet the minimum evidentiary requirements for the full qualification to be awarded
4. Learners who have partially completed the qualification but have not met the minimum evidentiary requirements for the full qualification to be awarded, who will be able to achieve unit accreditation.

Traditionally learners who had not completed all of the evidence required for assessment would have been excluded from achieving the full qualification or awarded the units achieved only. The TAG approach allows teachers to evaluate partially completed evidence and make a judgement on whether the learner should be awarded the full qualification or units of it. There are minimum evidence requirements for awarding full qualifications and these are outlined in **section 2.2 Minimum Evidentiary Threshold**.

Glossary of terms

| Term | Definition |
|-----------------------------|---|
| Adaptation/Adaption | Approved adaptations to the delivery and assessments introduced in Autumn 2020. |
| Alternative Awarding | This is the umbrella term used to describe the different approach to awarding for summer 2021. |
| Complete | This refers to the learner or cohort completing all mandatory requirements of a qualification/unit. |
| EM | EM (External Moderation) is the process that ASDAN uses in a traditional awarding process to review and remark the sample/evidence received from a centre. For summer 2021, this process applies to fully completed qualifications only. |
| ERF – E-ERF | Extraordinary Regulatory Framework and Extended - Extraordinary Regulatory Framework. These were introduced in 2020 in response to the disruption to learning caused by Covid-19 to counter the effects of lost learning during the various lockdowns. |
| EQA Review | The process where an EQA (External Quality Assurer) looks at a sample of learner evidence and ensures that there is sufficient and valid evidence at the right level to support the achievement of the qualification/unit and that the centre has a suitably robust quality assurance process to determine the achievement of the learner. For summer 2021, this process applies to partially completed qualifications only. |
| Equalities | This refers to not discriminating against or disadvantaging any learner based on the protected characteristics outlined in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, ethnic or national origin), religion or belief, gender and sexual orientation). Equality at ASDAN means ensuring that every individual who engages with us has an equal opportunity to release their potential and to discover, develop and make full use of their abilities. |
| IQA | A centre's IQA (Internal Quality Assurance), usually the process of assessing a learner's evidence to ensure that the objectives of the qualification (Assessment Criteria) have been achieved. As well as the standardisation of multiple assessors work as part of the internal moderation process. |

Glossary of terms

| Term | Definition |
|--------------------------------------|--|
| IM | IM (Internal moderation) undertaken by the centre to ensure that a consistent and fair process of assessment has taken place. |
| Minimum Evidentiary Threshold | This is the minimum level of completion that is required to award valid and reliable qualifications to a learner. This is ranged between 70% and 80% of the course. |
| Partially complete | This relates to the Minimum Evidentiary Threshold and refers to a learner that has completed at least 70% (certificate course) to 80% (award course) of the entire qualification. |
| TAG | TAG (teacher assessed grades) are generated by the teacher/ assessor having made a decision on whether the candidate has achieved the required skills and evidence to support that decision. ASDAN qualifications in scope of this guidance are not graded, so in reality this is a Teacher Assessed Result, but we are using the term TAG for consistency with the rest of the awarding sector this summer. We recognise that, in effect, these will be Centre Assessed Results, given the internal quality assurance arrangements in place in centres. |
| Unit Accreditation | This is available to learners who do not meet the Minimum Evidentiary Threshold to be awarded full qualifications. |
| VCRF | Vocational and Technical Qualifications (VTQ) Contingency Regulatory Framework – new regulatory requirements for VTQ qualifications. This will permit awarding organisations to award results when exams do not take place and/or because learners cannot complete all internal assessments. |

1 Introduction

Introduction to the ASDAN Vocational and Technical Qualifications (VTQ) Summer 2021 awarding

The continuing pandemic has led to some exams and assessments being cancelled in 2021. On the 25 February, the Department for Education announced the policy and scope of awarding vocational and technical qualifications in 2021 and it was confirmed that, Ofqual would put in place the **Vocational Contingency Regulatory Framework (VCRF)** for awarding organisations (AOs) offering VTQs. This framework was published on 24 March:

<https://www.gov.uk/government/publications/vocational-and-technical-qualifications-contingency-regulatory-framework>

These regulatory arrangements will enable AOs to be sufficiently flexible to support as many learners as possible to complete qualifications, while still retaining the integrity of their qualifications.

For qualifications most important for progression to further study or employment, the framework enables AOs to:

- make awards when exams do not take place and/or not all internal assessments have been completed;
- determine the most appropriate approach to awarding based on their qualification design and delivery;
- determine what the minimum assessment evidence should be, so that valid and reliable qualifications are awarded; this should include consideration of completed assessments.

This guidance outlines the awarding process for the following ASDAN qualifications for UK centres in summer 2021.

This guidance covers the following qualifications:

- Certificate of Personal Effectiveness (CoPE) Level 1-3
- Award of Personal Effectiveness (AoPE) Level 1-3
- Personal Social Development (PSD)
- Employability
- Wider Key Skills (WKS)
- Personal Progress 2012
- Personal Progress 2020

For qualifications above at all levels and sizes (Entry to Level 3)

1 Introduction

The approach indicated in the VCFR is that, where possible, learners who are taking VTQs that are used for progression to Further or Higher Education and for mixed uses, should be issued a set of results this summer in order to allow them to progress to the next stage of their lives. For some assessments, this means that teachers will need to assess learner results. The purpose of this document is to provide guidance to centres on the evaluation of learner's evidence in order to determine if the qualification should be awarded. If there is insufficient evidence to meet minimum evidentiary threshold of the TAG (teacher assessed grades) this guidance will provide information on unit accreditation and/or delay mitigations.

This document has been created by ASDAN, utilising information provided by the DfE, Ofqual, CCEA and Qualification Wales, and based on a common approach developed through the vast consultation with DfE, the regulators and other awarding organisations.

1 Introduction

1.1 Key guiding principles for moderation and when to use TAG

Fairness and flexibility is at the heart of plans to ensure young people can progress to next stage of education or career. When all assessments have been completed to the required standard then a traditional external moderation will be completed.

When a learner has not been able to complete all planned assessments then a Teacher Assessed Grade (TAG) is required that will require external quality assurance but will be based on a minimum evidential threshold (see section 2 **Framework** for further details).

Based on the key characteristics of the ASDAN qualifications there are four options:

1. For centres that have **completed all units without adaptations**, and are in a position to submit learners for awarding, this will be based on an external moderation. Additional evidence to support the award will not be required.
2. For centres that have **completed all units with adaptations** and are in a position to submit learners for awarding, this will be based on an external moderation. Additional evidence to support the award will not be required.
3. For centres that have been **able to complete prescribed minimum evidentiary requirements** and are in a position to submit learners for awarding we will allow a partially completed portfolio to be externally quality assured. Additional evidence to support the award will be required.
4. For centres that are **unable to complete the prescribed minimum requirements** for the academic year 2020–2021, the learner will be offered either Unit Accreditation or to delay their moderation until such a time as the learner completes the full qualification.

This centre guidance details what evidence centres are required to provide for ASDAN qualifications in summer 2021.

It should be read alongside the **Processes and systems guidance document**, which supports centres in submitting their learners for moderation/EQA review.

Processes and systems guidance

CoPE, AoPE, PSD, Employability, Personal Progress and Wider Key Skills

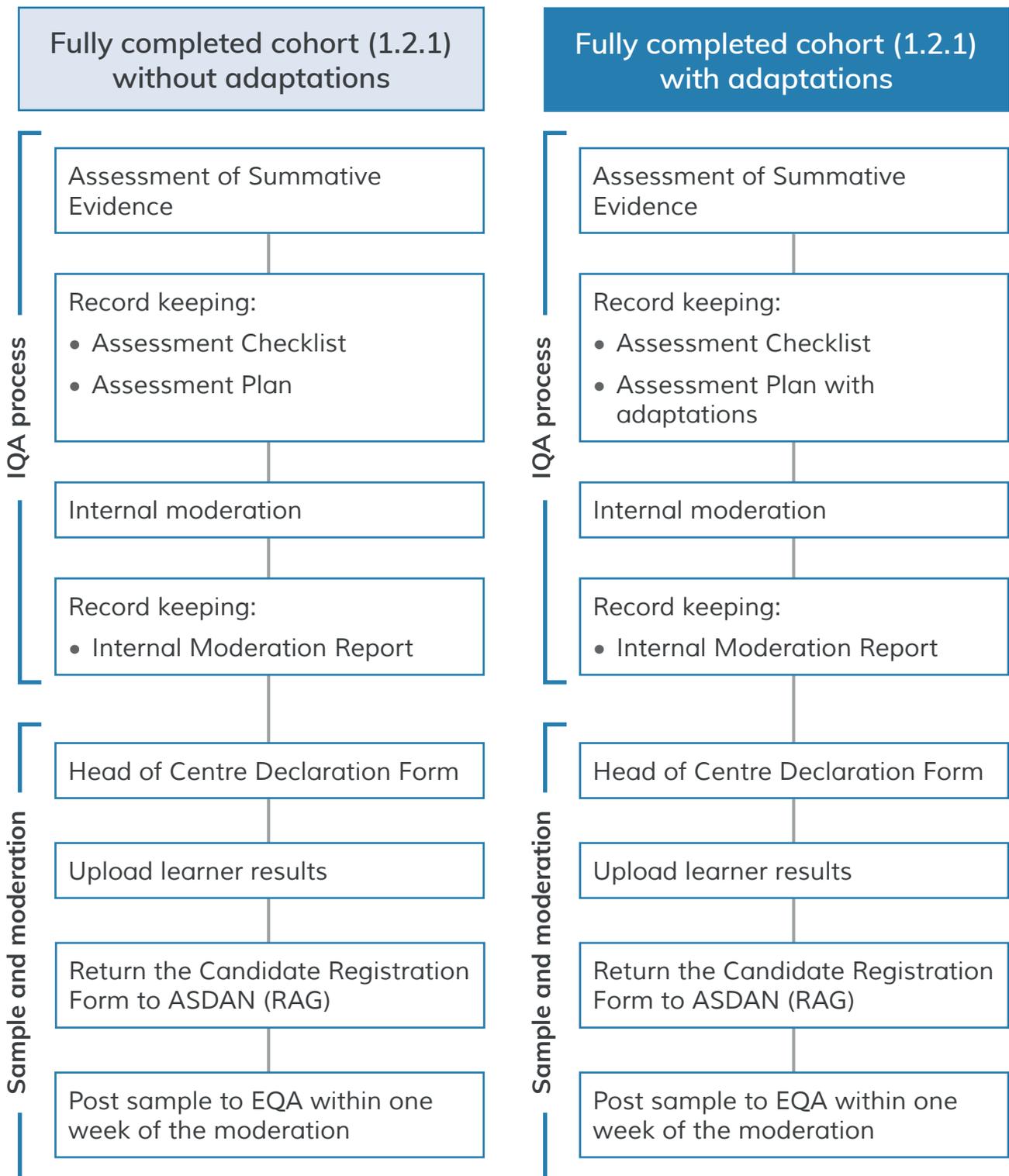
Summer 2021



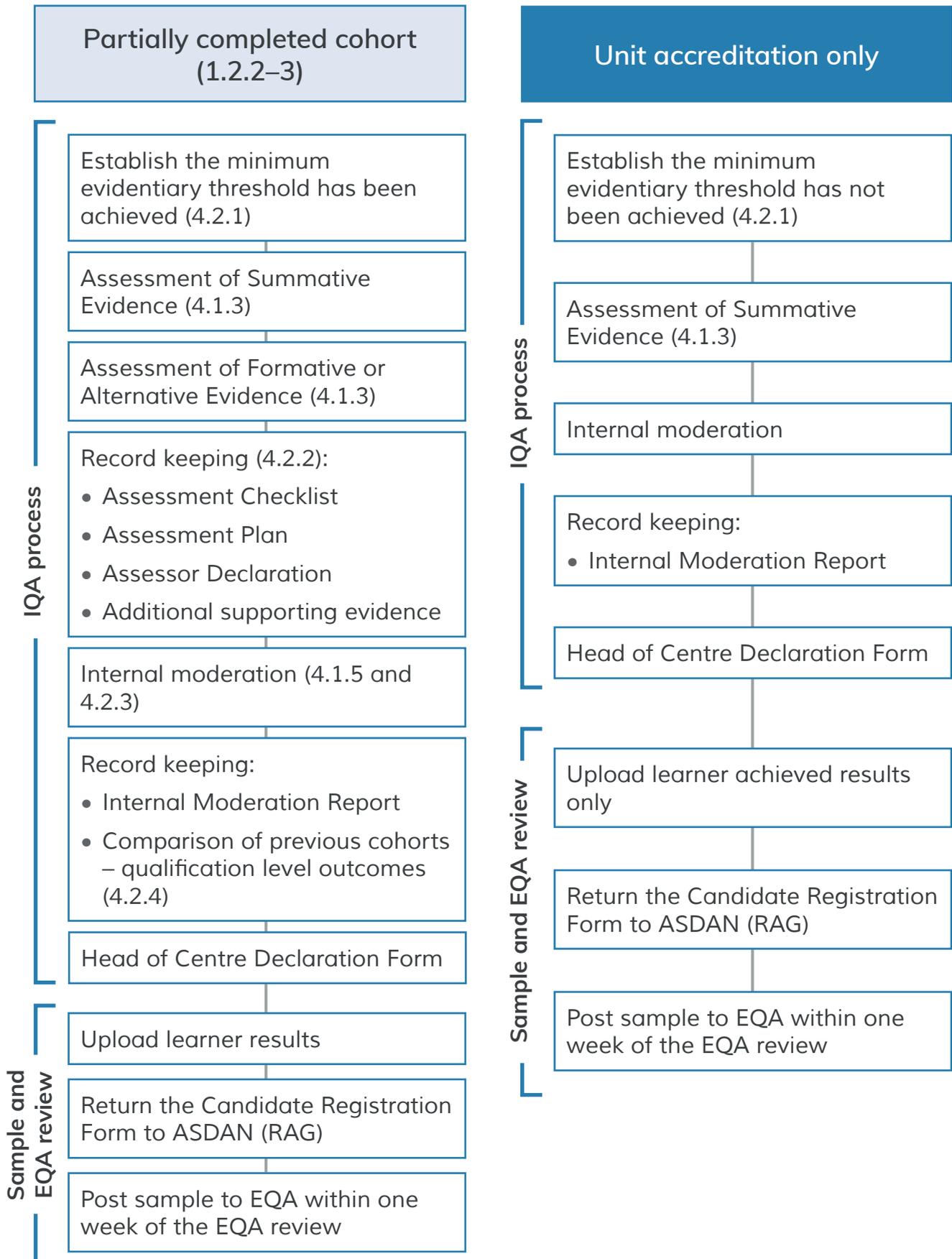
1 Introduction

Process flow

For more detail, see the numbering system listed in the brackets. For example, **Fully Completed Cohort (1.2.1)** refers to **section 1.2.1: Completed Qualifications or Units**.



1 Introduction



1 Introduction

1.2 Eligible learners

All learners (1.2.1 – 1.2.4) who have not yet been moderated, but who would have completed their qualifications/units this summer 2021, are to be registered on the ASDAN website for either a moderation or an EQA Review. Please note that the website refers to 'moderation' but the process will be changed to an EQA Review for partially completed learners. During the EQA Review the evidence that the assessor used to award the learner will be quality assured and will assist the centre to ensure that the correct process and documentation have been completed, should a learner appeal the results of the TAG to the centre.

It is expected that the evidence to prove that the learners would have been ready for the EQA review will be available and this will be checked as part of our quality assurance process. Please note that all eligible learners can be registered on the ASDAN website for your confirmed EQA Review date.

1.2.1 Full cohorts of learners with completed qualifications or units towards (moderation)

- For learners who have completed all mandatory elements of the qualification (this would be comparable to a learner's evidence being moderated in 2019), the centre will not be required to provide any additional evidence/documents other than the normal evidence which will need to be included in the sample evidence sent **for moderation**.
- For learners who have completed all mandatory elements but used the adaptation process introduced in 2020, we will require an **adapted assessment plan and checklist** to be included in the sample evidence sent **for moderation** if the learner is included in the sample.

1.2.2 Full cohorts of learners with partially completed qualifications (TAG)

For learners who have partially completed the planned qualification/units and have met the minimum evidentiary threshold (or more), the centre will be required to provide additional evidence to support the EQA Review (in place of moderation). An assessment plan and checklist as well as the documentation referenced in **section 2.2 Minimum Evidentiary Threshold** will be required.

For additional guidance on making objective judgements that will support awarding, please refer to this guide:

<https://www.gov.uk/government/publications/information-for-centres-about-making-objective-judgements>

2 Framework

1.2.3 Blended cohorts – a mix of full and partially completed (TAG)

In a cohort with a blend of completed and partially completed qualifications or units (1.2.1 and 1.2.2), the centre is required to submit an adapted assessment plan and checklist as well as the documentation referenced in **2.2 Minimum Evidentiary Threshold**.

1.2.4 Unit Accreditation only

For learners who do not meet the Minimum Evidentiary Threshold, Unit Accreditation will be awarded. This type of learner should be identified prior to registration of the learner results. This applies to the usual process of banking units for qualifications to be completed at a later date.

2.1 Submitting learners for a moderation or EQA Review

Centres must only submit results for any learner who was working towards completing the qualification/unit during this academic year for a result to be issued in August 2021.

Learners must be registered on the ASDAN website by Friday 9 July 2021 at the latest. Please contact ASDAN if this date is not achievable.

Please note that if you do not include all units that the learner was expected to achieve this year, whether they have been completed in full or partially, the ASDAN system will not be able to award the full qualification/units. It is important therefore that **all expected units** are registered for the learner.

| Unit status | Register on portal |
|---|--------------------|
| All units complete | ✓ |
| Any adapted units | ✓ |
| Units partially complete | ✓ |
| Units not complete but was expected to complete | ✓ |
| Units not complete but was not expected to complete | ✗ |

It is important to ensure that learners are submitted no later than four weeks before the date of the booked moderation or EQA review. Where learners are uploaded onto the website for awarding this summer, and you are submitting a mixture of completed units and partially completed units, you should submit all as complete on the website.

Please see the **ASDAN Systems and Processes Guide 2021** for details on how to register your learners and mandatory documentation.

2 Framework

2.2 Partially completed learners

Minimum Evidentiary Threshold and required documentation

Where a learner has not completed all of the required evidence to complete the qualification/unit, ASDAN will require that a minimum percentage of evidence is completed and with each qualification there will be additional requirements, see 2.2.1–2.2.5.

A minimum of 70% of a two-year certificate or 80% of a one-year Award would need to be completed by formal assessment. The remaining 20 to 30% can be completed by submitting alternative evidence and a declaration from the teacher or assessor to state what was not completed but was expected to have been complete.

Definition of a two-year course

A two-year course would traditionally have been booked in 2019 to end in 2021. There may be situations where an Award course was booked in 2019 with the intention of completing in 2020 but the centre decided to extend the duration to allow the learner to complete the course in 2021. This type of learner should have completed the qualification and would not be submitting a partially completed Award. Therefore, the two-year course referred to in this guide refers to a Certificate course that was started in 2019 with an expected completion in 2021.

Where the learner was enrolled on a one-year course for a certificate traditionally taken over two years, then the 80% minimum requirement will be applicable.

Alternative evidence

Delivery: A range of examples can be used to show that the learning was scheduled and that teaching occurred but did not necessarily result in the final assessment being possible. Examples could include attendance registers, a training/teaching plan or copies of the online learning, meeting invitation and attendance registers.

Assessment criteria additional evidence: Evidence of formative activities, group work that the learner participated in (ensure that the evidence is authentically the learner's), a student book that the learner made notes in. All evidence of teaching including formative activities and informal assessment of the students would be sufficient to demonstrate that the student engaged in the learning and, should time have allowed, the learner would have completed the final assessment.

A teacher/assessor statement to indicate that there was evidence of the learner demonstrating the skills completed in another setting or unit could be used to provide evidence for units that had very little formative evidence. An example of this could be a CoPE challenge where the learner gave a presentation but this was not used for assessment.

2 Framework

An example of supplementary evidence being included in the formal assessment of an Employability Unit:

The Standards with Guidance WWOE3, page 138, paragraph 7 states: **“There should be confirmation the candidate has demonstrated their skills in working with others on at least two other tasks”**.

This may have been difficult to achieve remotely and informal evidence could be used to support this learner, in the online sessions the learner may have worked with others to answer a set of questions or a creative ideas activity to which the learner contributed. The evidence for this would be images of the final product being drawn and shown to the class or a witness statement from the teacher to state that the learner participated with other another unit. There may only be evidence of one (remote) session where the learner was able to demonstrate that they worked with others and this along with the formal assessment activity would be sufficient to demonstrate that this was achieved.

2.2.1 CoPE Level 1–3 and AoPE Level 1–3

The adaptations introduced in 2020 allowed for a reduction in the credits and a focus on the six skills units being completed. As a result, the Minimum Evidentiary Threshold is based on the skills units and not the credit requirements.

An example of the evidence required for a student on a two-year CoPE Level 1 qualification who was registered in 2019, to be deemed to meet the Minimum Evidentiary Threshold, would be that they could provide at least four of the six skills units that had been completed in full with the remaining two skills units having been started but not completed (or evidenced in other challenges). The remaining two skills units would contain formative challenges, class work and attendance register and a statement by the teacher/assessor to justify why this learner would have completed the work to the required level should they have had time to complete the full course.

The alternative to this would be that the learner has started all six skills units but has only completed 70% of all the required summative (formal) activities and the final assessment material has been supplemented with informal assessment evidence to show that the learner would have completed all six skills units satisfactorily.

The minimum requirements are found below (table 1) and indicate the number of units that are required to be completed to be awarded the full qualification.

2 Framework

Table 1: Minimum requirements for CoPE and AoPE

| Qualification | Qualification level | Qualification requirements | Minimum threshold | Minimum threshold |
|---------------|---------------------|----------------------------|--|----------------------------|
| | | | One-year path ¹ | Two-year path ² |
| CoPE | Level 1 | Six skills units | Five skills units | Four skills units |
| CoPE | Level 2 | Six skills units | | |
| CoPE | Level 3 | Six skills units | | |
| AoPE | Level 1 | Four out of seven units | Three units and partial completion of one | Not applicable |
| AoPE | Level 2 | | | |
| AoPE | Level 3 | Three out of seven units | Two full units and partial completion of one | |

¹ Learner on a one-year path 2020–21, 80% required

² Learner on a two-year path 2019–21, 70% required

Each qualification has a breakdown of the minimum requirements with a list of required documentation provided after (table 2).

Table 2: Documentation required for CoPE and AoPE

| Summer 2021: Evidence required for CoPE and AoPE | |
|---|--|
| Completed in full (with or without adaptations) | Partially complete |
| <p>Sample of learner evidence: Student book with evidence of challenges completed (for AoPE the CoPE/PDP student book) – Record of progress (adaptions allow for a reduction in credits).</p> <p>Evidence of at least two challenges that have been completed noted in the student book (one as a formative activity and one as a summative or assessment activity).</p> | <p>Sample of learner evidence: Student book with evidence of challenges completed (for AoPE the CoPE or PDP student book) – Record of progress (adaptions allow for a reduction in credits).</p> <p>Evidence of at least two challenges that have been completed noted in the student book (one as a formative activity and one as a summative or assessment activity).</p> |

2 Framework

| Summer 2021: Evidence required for CoPE and AoPE | |
|--|---|
| Completed in full (with or without adaptations) | Partially complete |
| Please note that the formative activities do not need to be included in the sample sent, the completed student book would be sufficient. | Classroom based or formative activities can be used as evidence in partially completed portfolios. |
| Assessment Plan (with adaptations if applicable) | Assessment Plan (with adaptations if applicable) |
| Internal Moderation Report | Internal Moderation Report |
| Assessment checklist for each learner | Modified Assessment Checklist with assessor motivation and declaration. |
| Head of Centre Declaration Form | Head of Centre Declaration Form with a detailed breakdown of the unit status per learner with start and end dates |
| | <p>+ Evidence of delivery:</p> <p>Evidence that the learner attended at least 70–80% of the planned teaching.</p> |
| | <p>+ Evidence of partial assessment:</p> <p>Evidence that the remaining 20–30% of the qualification was attempted and at least 70–80% of the assessment criteria was completed and competent.</p> <p>Challenge A and B evidence used for teaching and practice could be included. It is very important that this evidence is highlighted on the assessment checklist or the internal moderation report.</p> <p>The AoPE Learning Log will be useful to demonstrate planning for the Action Plan.</p> |

2 Framework

2.2.2 Personal and Social Development (PSD)

An example of the evidence required for a student on a two year Personal and Social Development Certificate at Entry Level 1 who was registered in 2019, to be deemed to meet the Minimum Evidentiary Threshold, would require at least nine of the 13 credits to have been completed in full. The remaining four credits would be in various stages of completion, for example started but not completed or units merged together to reduce teaching time or possibly some of the units not started at all. Examples of shared evidence/merged units could be that a learner helped out at home with housework could be used for units UT or FSE or helping with meals could be HE or HL.

At least 70% of the qualification should be completed at the same level that a student in 2019 would have completed it.

The alternative to this would be that the learner has started units equating to all 13 credits but has only completed 70% of all the required summative (formal) activities and the final assessment material has been supplemented with informal assessment evidence to show that the learner would have completed all credits satisfactorily.

It is anticipated that learners at entry level may not have completed units conducted in a remote learning environment and that those units will have been completed to the required minimum of 70% for a certificate.

Table 3: Minimum requirements for Award in PSD

| Qualification | Qualification level | Qualification requirements | Minimum threshold One-year path ¹ |
|---------------|---------------------|----------------------------|---|
| Award in PSD | Entry Level 1 | Six credits | Five credits |
| Award in PSD | Entry Level 2 | Six credits | Five credits |
| Award in PSD | Entry Level 3 | Six credits | Five credits |
| Award in PSD | Level 1 | Eight credits | Seven credits |
| Award in PSD | Level 2 | Eight credits | Seven credits |

¹ Learner on a one-year path 2020–21, 80% required

2 Framework

Table 4: Minimum requirements for Certificate in PSD

| Qualification | Qualification level | Qualification requirements | Minimum threshold | |
|--------------------|---------------------|----------------------------|----------------------------|----------------------------|
| | | | One-year path ² | Two-year path ¹ |
| Certificate in PSD | Entry Level 1 | 13 credits | 11 credits | Nine credits |
| Certificate in PSD | Entry Level 2 | 13 credits | 11 credits | Nine credits |
| Certificate in PSD | Entry Level 3 | 13 credits | 11 credits | Nine credits |
| Certificate in PSD | Level 1 | 13 credits | 11 credits | Nine credits |
| Certificate in PSD | Level 2 | 13 credits | 11 credits | Nine credits |

¹ Learner on a one-year path 2020–21, 80% required

² Learner on a two-year path 2019–21, 70% required

2 Framework

Table 5: Documentation required for PSD

| Summer 2021: Evidence required for PSD | |
|--|---|
| Completed in full (with or without adaptations) | Partially complete |
| Sample of learner evidence | Sample of learner evidence |
| Assessment Plan (with adaptations if applicable) | Assessment Plan (with adaptations if applicable) |
| Internal Moderation Report | Internal Moderation Report |
| Assessment checklist for each learner | Modified Assessment Checklist with assessor motivation and declaration |
| Head of Centre Declaration Form | Head of Centre Declaration Form with a detailed breakdown of the unit status per learner with start and end dates |
| | + Evidence of delivery: Evidence that the learner attended at least 70–80% of the planned teaching |
| | + Evidence of partial assessment: Evidence that the remaining 20–30% of the qualification was attempted and at least 70–80% of the assessment criteria was completed and competent. |

2 Framework

2.2.3 Personal Progress

All units being submitted for Personal Progress need to have been taught and evidenced as each unit has very specific skills that the learner needs to be able to demonstrate. The allowance of a minimum completion of 80% for a one-year course (for example an Award and possibly a Certificate) and 70% for a 2 or more-year course (Extended Certificate and Diploma) is valid for this type of qualification but there will need to be evidence of the minimum threshold being completed for each unit submitted.

The requirement for evidence of more than one successful attempt can be waived (plurals) if the learner has demonstrated on one occasion that the assessment criteria was met/skill was achieved.

Table 6: Documentation required for Personal Progress

| Summer 2021: Evidence required for Personal Progress | |
|--|--|
| Completed in full (with or without adaptations) | Partially complete |
| Sample of learner evidence | Sample of learner evidence |
| Unit Transcript (2012) or Evidence Transcript (2020) | Unit Transcript (2012) or Evidence Transcript (2020) |
| Assessment Plan (with adaptations if applicable) | Assessment Plan (with adaptations if applicable) |
| Internal Moderation Report | Internal Moderation Report |
| Assessment checklist for each learner | Modified Assessment Checklist with assessor motivation and declaration (2012) Modified Evidence Transcript (2020) |
| Head of Centre Declaration Form | Head of Centre Declaration Form with a detailed breakdown of the unit status per learner with start and end dates |
| | + Evidence of delivery: Evidence that the learner attended at least 70–80% of the planned teaching |

2 Framework

| Summer 2021: Evidence required for Personal Progress | |
|--|---|
| Completed in full (with or without adaptations) | Partially complete |
| | + Evidence of partial assessment: Evidence that the remaining 20–30% of the qualification was attempted and at least 70–80% of the assessment criteria was completed and competent. |

2 Framework

2.2.4 Employability

It is mandatory that the core units have been completed in full as this forms the foundation of the qualification. At least two core units must be completed to achieve the Certificate, and one core unit must be completed to achieve the Award.

An example of the evidence required for a student on a two-year Employability Certificate Level 2 qualification to be deemed to meet the Minimum Evidentiary Threshold would require at least 11 of the 15 credits to have been completed in full with the remaining four credits having been attempted (started) but not completed. The alternative to this would be that the learner has started all 15 credits but has only completed 70% of all the required summative (formal) activities and the final assessment material has been supplemented with informal assessment evidence to show that the learner would have completed all credits satisfactorily.

Table 7: Minimum requirements for Employability

| Qualification | Qualification level | Qualification requirements | Minimum threshold | |
|------------------------------|---------------------|----------------------------|----------------------------|----------------------------|
| | | | One-year path ² | Two-year path ¹ |
| Award in Employability | Entry Level 2 | One core unit required | One core unit required | Not applicable |
| Award in Employability | Entry Level 3 | Six credits | Five credits | |
| Award in Employability | Level 1 | | | |
| Award in Employability | Level 2 | | | |
| Certificate in Employability | Entry Level 2 | Two core units required | Two core units required | Two core units required |
| Certificate in Employability | Entry Level 3 | 15 credits | 12 credits | 11 credits |
| Certificate in Employability | Level 1 | | | |
| Certificate in Employability | Level 2 | | | |

¹ Learner on a one-year path 2020–21, 80% required

² Learner on a two-year path 2019–21, 70% required

2 Framework

Table 8: Documentation required for Employability

| Summer 2021: Evidence required for Employability | |
|--|--|
| Completed in full (with or without adaptations) | Partially complete |
| Sample of learner evidence | Sample of learner evidence |
| Assessment Plan (with adaptations if applicable) | Assessment Plan (with adaptations if applicable) |
| Internal Moderation Report | Internal Moderation Report |
| Assessment checklist for each learner | Modified Assessment Checklist with assessor motivation and declaration |
| Head of Centre Declaration Form | Head of Centre Declaration Form with a detailed breakdown of the unit status per learner with start and end dates |
| | <p>+ Evidence of delivery:</p> <p>Evidence that the learner attended at least 70–80% of the planned teaching</p> |
| | <p>+ Evidence of partial assessment:</p> <p>Evidence that the remaining 20–30% of the qualification was attempted and at least 70–80% of the assessment criteria was completed and competent.</p> <p>Evidence that the required core units are complete and that the minimum credits have been achieved.</p> <p>The learning log would be useful to demonstrate planning.</p> |

2 Framework

2.2.5 Wider Key Skills (Northern Ireland only)

It is mandatory that all units being submitted have been attempted as this forms the foundation of the qualification. The allowance of a minimum completion of 80% for a one-year course is valid for this type of qualification. Evidence of the minimum threshold being completed for each unit submitted is required.

Table 7: Documentation required for WKS

| Summer 2021: Evidence required for WKS | |
|--|--|
| Completed in full (with or without adaptations) | Partially complete |
| Sample of learner evidence | Sample of learner evidence |
| Assessment Plan (with adaptations if applicable) | Assessment Plan (with adaptations if applicable) |
| Internal Moderation Report | Internal Moderation Report |
| Assessment checklist for each learner | Modified Assessment Checklist with assessor motivation and declaration |
| Head of Centre Declaration Form | Head of Centre Declaration Form with a detailed breakdown of the unit status per learner with start and end dates |
| | <p>+ Evidence of delivery:</p> <p>Evidence that the learner attended at least 80% of the planned teaching</p> |
| | <p>+ Evidence of partial assessment:</p> <p>Evidence that the remaining 20-30% of the qualification was attempted and at least 70-80% of the assessment criteria was completed and competent.</p> <p>Evidence that the required core units are complete and that the minimum credits have been achieved.</p> <p>The learning log would be useful to demonstrate planning.</p> |

3 Roles and responsibilities

3.1 ASDAN

3.1.1

ASDAN will externally review samples from all centres that submit results for AoPE Level 1–3, CoPE Level 1–3, Employability, Personal Progress, PSD and WKS for both fully and partially completed submissions.

3.1.2

ASDAN will externally moderate all qualifications taken outside of the UK under the adaptation arrangements published in November 2020.

3.1.3

In cases where there is little or no evidence to support the awarding of the qualification, or there is little evidence of the quality assurance process, we may determine that this is below the Minimum Evidential Threshold. In these cases, we expect it will not be possible to issue a result and that learners affected will be offered a unit accreditation for the units that have been completed.

3.1.4

While conducting our quality assurance checks on teacher assessed grades, we may need to contact head of centres for further information. Please ensure that you/they are available to respond to any queries up until 9 August. If you are unavailable please send an email to compliance@asdan.org.uk with alternative contact details. If we are unable to contact the head of centre or nominated contact this may result in a delay to your results.

3.2 Centre

3.2.1

Centres must ensure that only learners that they agree would have completed the qualification or expected units will be put through for moderation/review and certification.

3.2.2

Centres must clearly identify learners who will be receiving unit accreditation, for those who have not completed the minimum threshold for completion.

3.2.3

The categorisation of learner identification when claiming the Minimum Evidentiary Threshold has been fulfilled (full, partial, not complete) must be overseen and signed off by the head of centre (see **ASDAN Systems and Processes Guide 2021**).

3 Roles and responsibilities

The head of centre's responsibilities are to ensure:

- Results which are incomplete and require the teacher's judgment to determine that the learner would have successfully completed the qualification can only be completed by suitably qualified and experienced staff who have attended an ASDAN workshop for that qualification and who have taught the learner whose component results are being assessed.
- Every member of the team who is involved to determine the outcome of a learner's competence are briefed on the process as outlined in this document and are familiar with the requirements of this document and associated materials to support the process.
- For each learner being submitted there is sufficient valid evidence available to support the process before any results are provided to ASDAN.
- That as far as possible, where more than one member of staff is involved in teaching an individual learner for any component, that these members of staff work together to agree the result of that component.
- Where more than one member of staff is responsible for teaching any component, that these staff work together to standardise their judgements in the way described in 4.1.4.
- Incomplete results must not be submitted to ASDAN based on judgements made by staff other than those who have taught the learner the subject for which the final result is predicted. Final results must not be submitted where there is no valid evidence on which to base the judgement.
- The head of centre will need to consider that where the following applies, unit accreditation or delayed moderation may need to be considered:
 - No suitably qualified member of staff is available who has taught any learner whose incomplete result is being submitted for moderation.
 - No evidence is available to support judgement of an incomplete unit for any learner.
- Once the process of assessment and internal moderation has been completed, the head of centre must complete a final sign off for all cohorts of learners in a single declaration, whose results they submit to ASDAN for external quality assurance. Sign off is in the form of a declaration that the process has been followed in full and will form part of the submission to ASDAN. The declaration includes:

For all learners, confirmation that:

- Only suitably qualified staff with experience of teaching that section/unit to the learner provided an estimated result for all components where an incomplete portion of the qualification is submitted.
- At least one piece of valid evidence for each learner was used to support the judgement.

4 Quality Assurance

Guidance for heads of centre, teachers, assessors and moderators – Internal Quality Assurance and preparing and sending information to ASDAN

It is very important that all Internal Quality Assurance (IQA) processes have been completed at least **20 days** before the booked moderation/EQA Review date when the candidates are registered on the ASDAN website as this will trigger the moderation/EQA Review and sampling process to start.

4.1 Internal Quality Assurance

4.1.1 Preparation: Categorising learners and identifying relevant sources of evidence

ASDAN recognises that not all learners would have been able to engage and provide the same type of evidence to support the determination of achievement and as a result the types of evidence may vary from learner to learner.

Only learners who have been affected by the Covid-19 disruption should have partially completed evidence submitted. This relates to learners completing the second year of study (registered in 2019/2020 with a completion in 2020/21) as well as learners on a one-year course (registered in 2020/21).

Teachers/assessors should identify eligible learners before starting the process of assessing evidence:

- Learners who have partially completed the course
- Learners who have completed the course.

For each partially completed learner the assessor should include evidence of the learner meeting the Minimum Evidentiary Threshold:

- Mandatory or core units that form the basis of the qualification have been completed.
- Evidence that at least 70% (for a two years or longer course) or 80% (for a one-year course) have been completed.
- Alternative evidence to support the delivery of the incomplete units, to demonstrate that the learner was taught the aims and objectives of the units (delivery plans, attendance registers, screen shots of the class register).
- Alternative evidence to support the incomplete units assessment (formative activities, class notes, evidence of group work). This list is not exhaustive and is a suggestion only.
- Any supporting evidence that was provided to the learner (reasonable adjustments or access requests) – if applicable.
- The assessor's knowledge of the learner's ability.

4 Quality Assurance

A learner's achievement should only be judged by teacher/assessors with direct experience of teaching that learner in the subject and unit for which the evidence is being assessed. Where more than one teacher/assessor is responsible for teaching a learner in a unit, they should work together to reach a judgement about the learner's result.

Types of evidence to support sections that are incomplete:

1. Delivery/Training Plan or attendance registers or a teaching schedule
2. Formative activities or class notes by teacher on the learner's performance and participation or class notes by the learner made during teaching periods (student book for AoPE/CoPE)
3. Online tests used as a warm up activity or partially completed summative activities that the centre may have created themselves.

4.1.2 Evaluation of evidence

When the evidence is evaluated it must be made in an impartial, balanced and unbiased way, so that learner's evidence is based on attainment and avoids bias as far as is possible. This will ensure that learners are not systematically advantaged/disadvantaged by having/not having a protected characteristic or any other factor (for example a special educational need) that does not relate to their knowledge, skills or abilities in relation to the qualification.

The assessor should also use their knowledge of the qualification/unit as well as their professional expertise to reach a measured judgement about whether that learner would have achieved the unit or whether the learner would have not had they taken the assessment in the usual way.

If the learner's evidence used shows partial achievement of the unit's requirements then the assessor, in reaching a decision about each learner's unit must make a judgement that includes a reasonable consideration of whether the learner would have achieved the incomplete section had the planned programme of learning taken place and been completed by the learner.

In the case of a borderline decision between achieving and not achieving the assessment, the assessor may feel unable to reach a definitive judgement. In such cases it is recommended that:

- where possible, such cases are discussed as part of standardisation (see 4.1.4 Standardisation)
- particular attention is paid to the qualification specification/standards with guidance/assessment criteria
- comparison is made between the evidence for that learner and evidence considered for other learners felt to be around the borderline but where it has been possible to reach an 'achieve'.

4 Quality Assurance

It is recommended that borderline decisions are noted and reconsidered as part of the centre's QA check in relation to the overall profile of the cohort relative to expectations based on an equivalent historic period.

4.1.3 Assessment process and record keeping

Teachers/assessors should ensure they are familiar with:

- The guidance on the process of assessment
- The standards for the qualification and level being assessed with relevant assessment criteria – see individual standards with guidance
- The Assessment Plan – this should be updated when any adaptations were introduced to as a result of the pandemic.

It is the role of teachers, assessors and internal quality assurers to ensure that evidence of learning is valid. The evidence provided by the learner must genuinely demonstrate that it conforms to the demands of the learning outcome.

How do I develop a valid assessment for 2021?

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

- is appropriate for its purpose
- has been designed to allow the learner to show that they have the required knowledge, understanding and skills to meet the standards of the qualification and may have been altered to accommodate remote learning
- 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 has to be ensured at **each stage** of the assessment process.

Current

Currency of evidence is particularly important. For example, does the evidence meet up-to-date demands or does it reflect a practice that has changed (different to what the teacher/assessor asked the learner to complete whether in the centre or at home during a lockdown).

Sufficient

There must be enough evidence to fully meet the requirements of the learning outcome, or learning outcomes, to be considered. If there is insufficient evidence to meet requirements, then evidence must be complemented by evidence gained through other suitable assessment methods before requirements can be said to have been met, for example class activities, learners' practice material and so on.

4 Quality Assurance

Authentic

The evidence being examined must genuinely be the work of the learner. If the evidence produced is the result of team work, then it is acceptable providing the new learning outcome is related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually. It is important that learners understand what plagiarism means and sign a declaration of authenticity.

Reliable

Evidence should be such that an assessor would arrive at the same assessment decision, were the assessment to be repeated.

Modified assessment checklist

There is a **modified assessment checklist** (see section 8.4) for all qualifications for summer 2021. For CoPE and AoPE, this can replace the current assessment checklist, for all other qualifications please complete the usual checklists/transcripts and include the Assessment Checklist – Summary of Units at the front of the learners submission. The CoPE checklist includes the following sections:

- The checklist has a **new column** added which will require the categorisation of evidence to be clearly identified. This is not required to be completed if the learner has completed all units in full. An example of a **CoPE level 1 checklist** is included below. Notice the four sections of the WO unit, the centre has indicated that the first two sections have complete evidence, the third (Reviewing) is partially complete and the fourth (Supporting Evidence) is not complete. This would indicate that the learner completed 75% of the unit and this was a partial submission.
- At the end of the checklist is a **declaration section** that requires a detailed breakdown of what evidence has been included in the portfolio to support the assessment process.

| Does this candidate meet the minimum requirements? | | | |
|--|---|---|-----------------------|
| Challenges completed <input type="checkbox"/> <i>Challenges (from CoPE student book)</i> <input type="checkbox"/> CoPE Level | | Portfolio of Evidence <i>A portfolio of evidence presented showing organisation and completion of activities appropriate to Level</i> | |
| Summary of attainment: Complete (C) Partial (P) Not Complete (NC) | Units: | Evidence: | File page ref. |
| | WO Introduction to Working with Others – <i>evidence of Level 1/2/3 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence</i> | Action Planning | |
| | | Record of Activity (<i>Doing</i>) | |
| | | | |

4 Internal Quality Assurance

4.1.4 Standardisation

If there is more than one assessor responsible for assessing a unit within the centre and involved in judging partially completed evidence for that unit then these assessors must work together to standardise their judgements.

When all teaching has been completed and the evidence collated for assessment, teachers and assessors should individually consider an initial sample of learners and make provisional judgements about whether each would achieve or not achieve the units reviewed. Any learners who are felt to be on the borderline of 'achieve' and 'not achieve' should be noted. Before judging any further portfolios, the teachers and assessors should collaborate to discuss and compare their results, the evidence used, and the judgement applied and reach agreement about the characteristics of 'achieve' and 'not achieve' learners.

As a result of this process, judgements reached about the initial sample of learners may be revisited, after all assessments have concluded all borderline students should be reviewed by all of the assessors involved in the standardisation activities.

4.1.5 Internal Moderation and record keeping

After all assessments have concluded the following details must be recorded in the Internal Moderation Report:

- Total number of learners who completed the qualification in full without adaptations
- Total number of learners who completed the qualification in full with adaptations
- Total number of learners who achieved the qualification with a partial completion
- Total number of learners who will achieve unit award only as they have not completed the minimum threshold required for full achievement.
- The types of evidence used to support the decisions to award partially completed learners.

The details for each learner and the information above should be passed to the head of centre for checking and noted on the Centre Declaration Form (see the **ASDAN Systems and Processes Guide 2021**).

The Standardisation record (minutes or notes of the discussions) must be completed and returned to ASDAN with your submission for all partially completed submissions.

4 Internal Quality Assurance

4.2 Preparing and sending the documentation for ASDAN external quality assurance

Please see the **ASDAN Systems and Processes Guide 2021** for details on how to register your learners and mandatory documentation. This will contain the following steps.

| |
|--|
| Step 1: Evaluating all evidence and preparing the portfolio |
| Step 2: Preparing the required documentation – Assessor |
| Step 3: Quality Assurance – Internal Moderator |
| Step 4: Overall check on qualification level outcomes |
| Step 5: Submitting learner results to ASDAN |
| Step 6: Submitting the sample to ASDAN |

A checklist has been produced to help centres ensure that they have included the required evidence for their submission, see **8.1 Centre Required Documentation – VTQ Evidence Checklist for partially completed qualifications**.

Centres must retain evidence (including evidence that is used to support a teacher assessed grade for a partially complete qualification or unit) until one year after the date of the issue of the result, or the conclusion of any appeal in relation to that result, whichever is later.

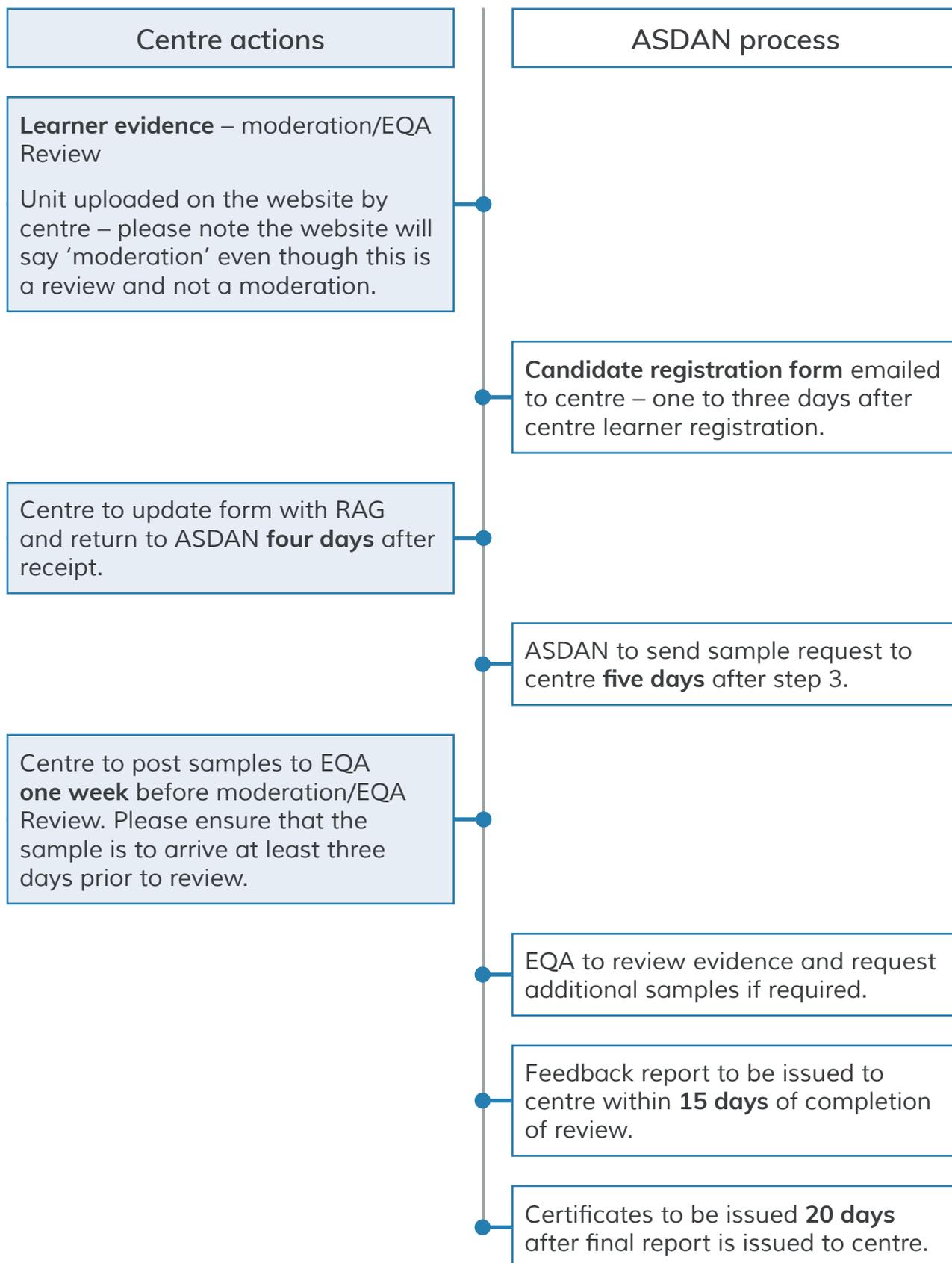
5 Alternative options

Delayed moderation: Our overall aim is to provide as many learners with sufficiently valid and reliable results this summer as possible. Should it be more beneficial to delay the moderation in order to allow the learner more time for teaching the required skills or if the learner does not meet the Minimum Evidentiary Threshold then it would be advisable to delay moderation this academic year.

Unit accreditation: This would be an option for a learner who did not complete the Minimum Evidential Threshold for a full qualification and is unable to continue the qualification at a later stage.

- All VTQ results will be issued within **20 days** after the final report has been issued to the centre.

6 Timeline



7 Results and appeals

- Students will be able to appeal their results to the centre.
- A student who is unhappy with their result will first ask their centre to check whether an administrative or procedural error had been made.
- Where a centre identifies an error in the results submitted to ASDAN, it can submit a revised result and a rationale for us to consider. If we are satisfied with the rationale, we will issue a revised result.
- Where a centre does not believe an error had been made, a student can ask the centre to appeal to ASDAN on their behalf. The centre will submit the student's appeal to ASDAN and provide the evidence on which its judgement had been made. We will consider whether, in its view, the result reflected an appropriate exercise of academic judgement. If we judge that it did not, we will determine the result that the evidence would support.

8 Addendum

8.1 Centre Required Documentation – VTQ Evidence Checklist for partially completed qualifications

| Evidence | Optional / mandatory | Check  |
|--|--|---|
| Delivery (Evidence that the learner attended at least 70–80% of the planned teaching) | | |
| Delivery or training plan | At least one of these per learner | |
| Attendance registers | | |
| Teaching schedule | | |
| Assessment (Evidence that the remaining 20–30% of the qualification was attempted as at least 70–80% of the assessment criteria were completed and competent) | | |
| Formative activities | At least one of these per learner | |
| Class notes by teacher on the learner's performance and participation | | |
| Class notes by the learner made during teaching periods (student book) | | |
| Online tests used as a warm up activity | | |
| Partially completed summative activities | | |
| Assessment plans highlighting any adaptations | Mandatory | |
| Evidence of at least 70-80% completed units | Mandatory | |
| Evidence that the core/mandatory sections of the qualification have been completed. | Mandatory | |
| Assessment checklist for each learner | Mandatory | |
| CoPE Level 1–3 and Student Book for AoPE Level 1–3 (or PDP and short courses) | Mandatory | |
| Personal Progress – Evidence Transcripts (2020) or Unit Transcripts (2012) | Mandatory | |

8 Addendum

| Evidence | Optional / mandatory | ✓ Check |
|---|----------------------|------------|
| Employability – mandatory core units complete | Mandatory | |
| Internal Moderation (IM) | | |
| Internal Moderation Report | Mandatory | |
| Evidence that the centre standardised the results (by comparing the evidence to previous cohorts – can be included in the IM report). | Mandatory | |
| Internal Moderation action follow-up to assessors | Optional | |
| Minutes of the IM meeting | Optional | |
| Other documentation | | |
| Head of Centre Declaration Form | Mandatory | |
| Candidate Registration Form with highlighted units | Mandatory | |
| Agreed Reasonable Adjustment (if applicable) | Mandatory | |
| Granted Special Consideration (if applicable) | Mandatory | |

8 Addendum

8.2 Adapted assessment plan

Certificate of Personal Effectiveness: Level 1
Assessment plan (adapted example)

Centre name: _____

Centre number: _____

| Assessment plan – CoPE Level 1 Introduction to Problem Solving | | | | | | |
|---|--|--|--|---|----------|--|
| Outcome: | Assessment criteria | Assessment activity/opportunity | Assessment method | Adapted Yes/No Comments | When | Evidence |
| PS1.1 Confirm with an appropriate person that they understand the given problem and identify different ways of tackling it | 1.1.1 Check they clearly understand the problem they have been given | Question & Answer Session to confirm with individual students that they understand the problem and how they will know that it has been solved, such as confirmation that they have a poster which contains at least one image and can be understood without the need for a lot of text. Make an individual mind map to generate a range of ideas. Each student to explore at least two different ways of solving the problem. Student will complete the CoPE plan sheet. | Marking of plan sheet and other evidence to confirm the student has found several possible ways to tackle the problem and identified the best solution for them. | Yes – Oral questioning via Teams should the centre be closed during this module | Nov 2020 | CoPE Plan sheet Mind maps Electronic upload (Teams) |
| | 1.1.2 Check how they will know the problem has been solved | | | | | |
| | 1.1.3 Come up with different ways of tackling the problem | | | | | |
| PS1.2 Confirm with an appropriate person what they will do and follow their plan for | 1.2.1 Help decide how they will try to solve the problem | Discussions with individual students to help them to decide on one specific approach to follow. | Tutors to observe students are using safe working methods. | Yes – Remote simulated presentation should the centre be closed. If the centre is not closed to be conducted | Dec 2020 | CoPE 'Do' Sheet plus additional evidence such as annotated photos of the various |
| | 1.2.2 Plan what they need to do | Student to break down their solution into a series of smaller goals or tasks and to set | | | | |
| | 1.2.3 Follow their plan, working safely | | | | | |



CoPE_AP_PS1 ©
2017

8 Addendum

8.2 Adapted assessment plan

Certificate of Personal Effectiveness: Level 1
Assessment plan (adapted example)

Centre name: _____

Centre number: _____

| Assessment plan – CoPE Level 1 Introduction to Problem Solving | | | | | | |
|---|--|--|--|--|----------|--|
| Outcome: | Assessment criteria | Assessment activity/opportunity | Assessment method | Adapted Yes/No Comments | When | Evidence |
| PS1.1 Confirm with an appropriate person that they understand the given problem and identify different ways of tackling it | 1.1.1 Check they clearly understand the problem they have been given | Question & Answer Session to confirm with individual students that they understand the problem and how they will know that it has been solved, such as confirmation that they have a poster which contains at least one image and can be understood without the need for a lot of text. Make an individual mind map to generate a range of ideas. Each student to explore at least two different ways of solving the problem. Student will complete the CoPE plan sheet. | Marking of plan sheet and other evidence to confirm the student has found several possible ways to tackle the problem and identified the best solution for them. | Yes – Oral questioning via Teams should the centre be closed during this module | Nov 2020 | CoPE Plan sheet Mind maps Electronic upload (Teams) |
| | 1.1.2 Check how they will know the problem has been solved | | | | | |
| | 1.1.3 Come up with different ways of tackling the problem | | | | | |
| PS1.2 Confirm with an appropriate person what they will do and follow their plan for | 1.2.1 Help decide how they will try to solve the problem | Discussions with individual students to help them to decide on one specific approach to follow. | Tutors to observe students are using safe working methods. | Yes – Remote simulated presentation should the centre be closed. If the centre is not closed to be conducted | Dec 2020 | CoPE 'Do' Sheet plus additional evidence such as annotated photos of the various |
| | 1.2.2 Plan what they need to do | Student to break down their solution into a series of smaller goals or tasks and to set | | | | |
| | 1.2.3 Follow their plan, working safely | | | | | |



CoPE_AP_PS1 ©
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8 Addendum

8.3 Assessor declaration – witness statements

Assessor declaration: witness statement – summer 2021

This witness statement can be used to provide a written record of learner performance against the qualification learning outcomes and assessment criteria. Someone other than the assessor of the qualification may complete it. This may be a work placement supervisor, a teacher, a parent/carer or anyone else who has witnessed the performance of the learner against given assessment criteria. It should ideally be someone who does have direct knowledge of the qualification, unit or evidence requirements as a whole, and who is able to make a judgement about the performance of the learner in the given situation.

A witness statement is a source of evidence and **does not** confer an assessment decision. The assessor must:

- consider all the information in the witness statement
- note the relevant skills of the witness to make a judgement of performance
- review supporting evidence when making an assessment decision
- review the statement with the learner to enable a greater degree of confidence in the evidence
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic

| | | | |
|---|--|-----------|--|
| Learner name: | | | |
| Qualification: | | | |
| Unit number and title: | | | |
| Description of activity undertaken: <i>(please be as specific as possible)</i> | | | |
| | | | |
| Assessment criteria: <i>(for which the activity provides evidence)</i> | | | |
| | | | |
| How the activity covers the requirements of the assessment criteria, including how and where the activity took place: | | | |
| | | | |
| Witness name: | | Job role: | |
| Witness signature: | | Date: | |
| Learner name: | | | |
| Learner signature: | | Date: | |
| Assessor name <i>(if different to the witness)</i> : | | | |
| Assessor signature: | | Date: | |

8 Addendum

8.4 Assessment checklist

CoPE Levels 1–3: Assessment Checklist

| | |
|--|----------------------|
| Candidate name: | Complete or partial? |
| Candidate start date: | Candidate end date: |
| Have adaptations been used? | |
| Does this candidate meet the minimum requirements? | |

| Challenges completed <input type="checkbox"/> <i>Challenges (from CoPE student book)</i> <input type="checkbox"/> CoPE Level | | Portfolio of Evidence <i>A portfolio of evidence presented showing organisation and completion of activities appropriate to Level</i> | |
|--|--|--|----------------|
| Summary of attainment: Complete (C) Partial (P) Not Complete (NC) | Units: | Evidence: | File page ref. |
| | WO Introduction to Working with Others – <i>evidence of Level 1/2/3 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence</i> Challenge Ref: | Action Planning | |
| | | Record of Activity (<i>Doing</i>) | |
| | | Reviewing | |
| | | Supporting Evidence | |
| | LP Introduction to Improving Own Learning and Performance – <i>evidence of Level 1/2/3 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence</i> Challenge Ref: | Action Planning | |
| | | Record of Activity (<i>Doing</i>) | |
| | | Reviewing | |
| | | Supporting evidence | |
| | PS Introduction to Problem Solving – <i>evidence of Level 1/2/3 skills, knowledge and understanding using templates provided by ASDAN with supporting evidence</i> Challenge Ref: | Action Planning | |
| | | Record of Activity (<i>Doing</i>) | |
| | | Reviewing | |
| | | Supporting evidence | |
| | R Planning and carrying out a piece of Research – <i>evidence of Level 1/2/3 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence</i> Challenge Ref: | Planning Research | |
| | | Carrying out Research | |
| | | Presenting results | |
| | | Supporting evidence | |
| | D Communicating through Discussion – <i>evidence of Level 1/2/3 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence</i> Challenge Ref: | Providing relevant information | |
| | | Communicating clearly | |
| | | Listening and responding | |
| | | Supporting evidence | |
| | OP Planning and giving an Oral Presentation – <i>evidence of Level 1/2/3 skills, knowledge and understanding, using templates provided by ASDAN with supporting evidence</i> Challenge Ref: | Planning and preparation | |
| | | Giving the talk | |
| | | Using images | |
| | | Supporting evidence | |

8 Addendum

CoPE Levels 1–3: Assessment Checklist

Assessor Declaration of partially completed qualification *(a breakdown of the partially completed units with details of additional supporting evidence to substantiate the claim that this learner would have completed the qualification). Please note this section must be sufficiently detailed to ensure that the EQA agrees to award this learner.*

Assessor Declaration: *I confirm that the details above are correct and that the evidence presented is the candidate's own work:*

Candidate Declaration: *"I confirm that the evidence in this portfolio is all my own work."*

| | |
|--|-------|
| Candidate signature: | Date: |
| Assessor signature: | Date: |
| Checked by internal moderator (signature): | Date: |



ASDAN

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