



**About this document:**

Pupils in KS4 and KS5 at Wren Spinney have the opportunity (if applicable) to take accreditation units as part of ASDAN Personal Progress.

**Purpose**

This document outcomes specific guidance in terms of how ASDAN Accreditations are completed as part of the school curriculum.

<b>Complied by:</b> Mike Tebbutt	<b>Date:</b> March 2023
<b>Committee:</b> LGB	<b>Date agreed by Governors:</b>
<b>Review Cycle:</b> 2 years	<b>Review Date:</b> March 2025

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### **Wellbeing in our Trust**

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
  - Health Assure (confidential counselling support available through Perkbox account).
  - Education Support: telephone number 08000 562561 or website [www.educationsupport.org.uk](http://www.educationsupport.org.uk)

### Statement of Assessment

We aim to provide a curriculum that caters towards our students' needs. This is based on an offer of an Equals based curriculum through Key Stage 3 (with aspects in Key Stage 4 and 5), a 'Wren Offer' throughout the school and with the use of ASDAN Personal Progress in Key Stage 4 and 5. We use ASDAN as a qualification to provide students with the opportunity to achieve their full potential.

We endeavour to ensure that the assessment process for ASDAN is implemented in a way which is fair and non-discriminatory. All staff are made aware of the contents and purpose of this policy; with it being made available to parents/carers and students via our school website. <https://www.wrenspinney.co.uk/> This policy is reviewed every 2 years and may be revised in response to feedback from students, staff and external organisations.

### What students can expect from us:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.

### Students can also expect:

- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set; considering the learning needs and levels of our students.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
- That support given to the student is at a level in relation to their individual need.

### Equality Statement

Wren Spinney School promotes equality of opportunity for and between diverse members of the school community. In order to do this, the School establishes with all staff an overall vision of the duty to promote equality, diversity and inclusion of opportunity for pupils, staff and parents.

We ensure that we will:

- Eliminate discrimination and harassment on the grounds of (including but not limited to) sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.
- Advance equality/equity of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- Promote positive attitudes towards disabled people.

## **Malpractice**

### **Examples of Candidate Malpractice**

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing off as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate has been specifically told not to use

If a teacher suspects a candidate of malpractice, the candidate will be informed, and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The school does not currently follow any accreditations that make use of an examination.

### **Examples of Staff Malpractice**

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The school does not currently follow any accreditations that make use of an examination.

### **Staff Malpractice Procedure**

Investigations into allegations will be coordinated by the Headteacher. The person responsible for coordinating the investigation will establish the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made and be informed of what evidence there is to support the allegation

- informed of the possible consequences, should malpractice be proven and given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

### **Staff Malpractice Sanctions**

Where a member of staff is found guilty of malpractice, this would be investigated and the sanction would be determined at the discretion of the Headteacher.

### **Maladministration**

To mitigate against errors in administration, or maladministration, the entry record will be created by the exams officer and checked by the SENDCO before and after entry of candidates to any specified award.

In the event of an error occurring, the awarding body will be notified immediately.

### **Procedure for Checking Candidate Registration and Submission**

Qualification Assurance Lead (QAL)

Qualification Co-ordinator (QC)

- QC to register candidates using school records to check that name, DOB and any other information required is correct.
- QC to submit units based on Internal Moderation records thus assuring that all units have met standards.
  - Details to be additionally checked by QAL.
- QC to check ASDAN Learner Registration Confirmation and ensure that details are correct.
  - Details to be additionally checked by QAL.
- QC to check sample details and ensure that correct units are submitted for External Moderation.
  - Details to be additionally checked by QAL.
- Centre co-ordinator to check certificates and attach transcripts prior to distribution to candidates.
  - Details to be additionally checked by QAL.

### **Conflicts of Interest Statement**

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

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

All staff will be made aware of the following examples of potential conflicts of interest, though this list is not exhaustive:

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

If aware of a conflict of interest, or the potential for there to be one, staff must make this known as soon as possible to the Headteacher or Quality Assurance Lead. This will be dealt with on an individual basis, seeking to remove the conflict of interest and to ensure fair assessment for all candidates.



## Wren Spinney School

### ASDAN - Draft

#### Organisation Chart

Quality Assurance Lead / Internal Modertaor  
- Mike Tebbutt

Qualification Co-ordinator / Assessor  
- Anna Kirkland  
- Pete Endersby

Assessor  
- Steve Taylor

#### Staff Development

Staff at Wren Spinney School responsible for leading ASDAN qualifications will have had the appropriate training. The accreditation leaders will cascade this training down to relevant staff who take part in delivering the accreditation. The leaders will take part in regular meetings as per the Internal Moderation guidance found within this policy.

### **Internal Moderation**

Internal moderation is a key process carried out by centres, throughout the delivery of a Qualification, to ensure that assessment methods are consistent across all Tutors/Assessors and that outcomes are fair to all students.

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore, there must be reliable and auditable record-keeping systems in place.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation (see Retention of Assessment materials).

The centre will ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions
- all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training
- provide standardised documentation to support internal moderation activity and record- keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures

## Wren Spinney School

### ASDAN - Draft

Wren Spinney has 3 terms, Autumn; Spring; Summer which are in term split into 2 parts.

The following table shows how ASDAN will be audited and internally moderated across the academic year.

Where meetings occur, meeting minutes will be taken which show points of discussion and any actions required.

A group meeting is scheduled for each of the half-terms.

<b>Autumn 1</b>
<ul style="list-style-type: none"><li>▪ Wren Tracker to be reviewed at <b>meeting</b> (any Actions detailed)</li><li>▪ New students taking accreditation to be added to Wren Tracker</li></ul>
<b>Autumn 2</b>
<ul style="list-style-type: none"><li>▪ Any completed units/work to be moderated where possible</li><li>▪ Progress to be discussed during 'Pupil Progress' meetings and discussed at an ASDAN <b>meeting</b></li></ul>
<b>Spring 1</b>
<ul style="list-style-type: none"><li>▪ Overview <b>meeting</b> held to discuss any matters arising</li></ul>
<b>Spring 2</b>
<ul style="list-style-type: none"><li>▪ Any completed units/work to be moderated where possible</li><li>▪ Progress to be discussed during 'Pupil Progress' meetings and discussed at an ASDAN <b>meeting</b></li></ul>
<b>Summer 1</b>
<ul style="list-style-type: none"><li>▪ Confirmed units to be added to student profile on ASDAN website</li><li>▪ Units for students in Year 13 to be finalised with Evidence transcripts and internally moderated</li><li>▪ Tracking <b>meeting</b> to be held to ensure any issues/actions are highlighted</li></ul>
<b>Summer 2</b>
<ul style="list-style-type: none"><li>▪ Units to be sent to ASDAN for External Assessment to be finalised and Internally Moderated</li><li>▪ Feedback meetings to be held and minutes taken</li><li>▪ Progress to be discussed during 'Pupil Progress' meetings and discussed at an ASDAN meeting</li><li>▪ Units to be started/continued/completed reviewed for students and added to Wren Tracker</li><li>▪ Review <b>meeting</b> to be held and minutes taken</li></ul>

**Review and Feedback Statement**

- Due to the needs of the pupils at Wren Spinney it is important that feedback is given within a short timeframe, this can be:
  - During the activity taking place
  - Immediately after the activity
  - Dependent on short and long-term memory, for a time after the activity has taken place
- Following each round of internal moderation, a review meeting will be held, and feedback will be given to assessors.
- After external moderation has taken place, a review meeting will be held. Feedback will be given to assessors and an action plan will be put in place to further develop practice and address any issues arising.
- At the end of each academic year, a curriculum review will be held involving staff to continually improve standards and outcomes.

### **Retention of Assessment Materials Policy** (Taken directly from ASDAN guidance Reviewed September 2021)

As an approved awarding organisation ASDAN must maintain rigorous quality assurance and control arrangements as outlined in the General/Standard Conditions of Recognition.

Awarding organisations are required to monitor centres to ensure they are acting in accordance with the Conditions. This includes keeping records of candidates' registration and achievements, and ensuring that the specified levels of attainment set for ASDAN qualifications remain consistent over time and between similar qualifications.

The following guidance is provided to centres on the retention of assessment materials, both paper- and electronic-based:

#### 1. Centres must maintain

- registration records of all candidates registered with the awarding organisation. These records must include all the details requested by the awarding organisation at registration. They must be retained and available for inspection by the awarding organisation or regulators for up to five years following registration.
- ongoing records of candidates' formative and summative achievements. These materials may be useful in the event of reasonable adjustments, or irregularities or appeal, and access to this information may be requested by the awarding organisation, or regulator. Summative records must be retained and available for inspection by the awarding organisation for up to one year following the receipt of results (or outcome of any appeal). Summative materials include copies of staff records of candidate achievements and copies of individual candidate record sheets or assessment checklists.
- records of all final results and details of certification for registered candidates. These must be retained and available for inspection by the awarding organisation or regulators for a minimum of three years following registration.

2. Portfolios of evidence are the property of the candidate and therefore cannot be retained indefinitely. However access may be required for purposes of appeal, audit or on-going monitoring. It is advisable to retain candidate work (e.g. portfolios) after moderation and for a short period (e.g. up to six months) following the issue of results to facilitate access at this time. Evidence is then returned to the candidate on condition that further access may be required at a later date.

3. Centres are also required to keep representative samples of candidate work for their own monitoring and standardisation activities. For each qualification, there should be a minimum sample of one complete candidate portfolio, for each academic year. The portfolio may be a copy rather than the original, and the candidate's written agreement for its retention must be obtained. These samples should be held by the centre for three years.

4. Centres may be required to supply examples of candidate work to the awarding organisation (or regulator) for purposes of ongoing monitoring of standards. These may be copied and retained, but originals will be returned. This material will remain confidential to the awarding organisation and regulators, unless specific permission is sought of the centre/candidate for it to be used for training and/or standardisation purposes. Portfolios may be kept by the awarding organisation for up to 5 years, in line with GDPR and ASDAN's Data Privacy policy.

All records may be maintained and retained electronically and/or using paper-copy. The timescales referred to above are the minimum requirements of the awarding organisation. Many centres may wish to retain some information, on candidate achievement for example, indefinitely.

ASDAN takes the data privacy of its customers very seriously and is committed to ensuring that all personal data it handles adheres to the General Data Protection Regulation (GDPR). The documents below provide more information on how we work to the highest standards in protecting the data of our centres and candidates.

As an awarding organisation ASDAN will retain and make available to the regulators assessment materials for each qualification, in line with regulatory requirements and ASDAN's GDPR and Privacy policies\*, in the following ways:

1. Registration records of all candidates from all centres.
2. Records of moderation, including sampling records and reports from all centres.
3. Centres may be requested to supply examples of candidate work to the awarding organisation (or regulator) for purposes of ongoing monitoring of standards. These may be copied and retained, but originals will be returned. This material will remain confidential to the awarding organisation and regulators, unless specific permission is obtained from the centre/candidate for it to be used for training and/or standardisation purposes.
4. Records of all final results, including exemptions, and details of all certificates issued to registered candidates.
5. Records of all reasonable adjustments, irregularities, enquiries and appeals.
6. All data specified and requested by the regulators will be supplied.

All records specified in 1-6 above will be retained electronically and/or using paper-copy.

\*<https://www.asdan.org.uk/policies-regulations-and-centre-guidance/>

## Appendix – Wren ASDAN Tracker

ASDAN TRACKER		Communication		Good Health				Friends, relationships & Community		Future Destinations (Employment)		Independent Living					Future Dest. (Emp)															
Personal Progress	Award - 8 credits	Asdan (Friends, relationships and community)		Asdan (Good Health)		Asdan (Life Skills)				Asdan (Health & Safety)		Asdan (Employment)		Asdan (Food Technology)					Asdan (Community Inclusion)		Asdan (Health & Safety)											
		Engaging with the world around you: Sensory story: 3	Developing communication skills: 3	Encouraging experiences: creativity: 3	Engaging in new creative activities: 3	Independent Living Skills: being healthy: 2	Independent Living Skills: personal care: 2	Independent Living Skills: personal presentation: 2	Engaging with the world of work: exploring work: 3	Engaging with the world of work: work experience: 3	Developing skills for the workplace: growing and caring for plants: 2	Developing skills for the workplace: looking and caring for animals: 2	Engaging with self-help and independence skills: eating or drinking: 3	Preparing drinks and snacks: 3	Planning and preparing food for an event: 3	Understanding what money is used for: 3	Travel within the community: going places: 2	Developing skills for the workplace: Health & Safety: 2														
Diploma - 37 credits		Yr	C	S	Y	C	S	Y	C	S	Y	C	S	Y	C	S	Y	C	S	Y												
Flamingos Student	DOB	13	3	21	2	3	21	3	3	21	2	3	21	2	3	21	2	3	21	2	3											
		12	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
		11	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
		10	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
		9	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
		8	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
		7	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
		6	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
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		0	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3	21	3	3											
Hummingbirds Student	DOB	13	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		12	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
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		0	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
Kites Student	DOB	13	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		12	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
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		10	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		9	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		8	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		7	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		6	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		5	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		4	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		3	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		1	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
		0	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3	21	2	3											
Progress (Colour) Key		Unit planned but not started																			Unit in progress			Unit completed			Unit moderated			Unit behind/no completed		

Progress (colour) key

Unit planned but not started Unit in progress Unit completed Unit moderated Unit behind/not completed

## Appendix – Unit Guidance

## PFE E1 Planning and preparing food for an event

<b>Unit reference number</b>	M/617/9715
<b>Level</b>	Entry 1
<b>Credit Value</b>	3
<b>Unit aim</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have their achievements recognised in relation to planning and preparing food for an event.
<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Be involved in planning food for an event	1.1 Take part in planning food for an event
2. Contribute to preparing food for an event	2.1 Take part in preparing different foods for an event 2.2 Follow basic safety rules when preparing food for an event
3. Be involved in clearing up after preparing food	3.1 Take part in clearing up after preparing food
<b>Additional information about the unit</b>	
The degree of achievement is most likely to relate to learners assessed as achieving within the supported participation to application stages on the achievement continuum.	



Appendix – Unit Guidance cont.

## PFE E1 Planning and preparing food for an event

### 1.1 Take part in planning food for an event

Learners might demonstrate this by:

- helping a carer or support worker to choose the food or drink suitable for an event
- expressing opinions as to the type of food or drinks appropriate for an event
- indicating which types of food or drinks are appropriate for an event
- making own choices when selecting food or drinks appropriate to an event (eg to offer both hot and cold drinks)
- following simple instructions to list how many different types of food or drinks and quantities will be needed for an event (eg finding out how many people are coming and if they have differing dietary needs)

### 2.1 Take part in preparing different foods for an event

Learners might demonstrate this by:

- helping a carer or support worker to prepare a variety (at least two) of different foods
- following simple instructions to prepare at least 2 different foods (eg opening packets of crisps, putting cakes out onto serving trays)
- on at least two occasions participating, with support, in complete activities (eg opening a pizza packet and placing the pizza under the grill, removing it when cooked and slicing, cutting, toasting and buttering a teacake)
- on at least two occasions independently completing a stage of a task (eg icing a cupcake, buttering bread)
- following a simple sequence independently to prepare a food item for the event (eg choosing a sandwich to make from a selection, laying out and buttering the bread, adding the sandwich filling, making the sandwich and then cutting it into the desired number of pieces; cutting scones then adding butter and jam)

## PFE E1 Planning and preparing food for an event

### 2.2 Follow basic safety rules when preparing food for an event

Learners might demonstrate this by:

- accepting the support of others to keep safe (eg allowing others to help them hold and use equipment safely)
- following simple instructions to act safely
- following simple routines to be safe (eg using oven gloves when removing hot food from the oven or grill)
- remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg safe handling of knives)
- knowing that the safety guidance is designed to protect them

The basic safety rules are likely to relate to the use of kitchen equipment and care when using ovens, microwaves, toasters, etc.), as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why the rules should be followed.

### 3.1 Take part in clearing up after preparing food

Learners might demonstrate this by:

- helping to clear a table after the event with support
- following instructions to wash up items
- following instructions to store used items
- following instructions to store left over food correctly
- following instructions to leave the area clean and tidy

### Assessment and evidence

Where a plural occurs as part of the criteria as in 2.1 and 2.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

Appendix – Assessment Plan (example)

Personal Progress: Entry 1  
Assessment plan

Centre name: Wren Spinney School

Centre number: 8595

Assessment plan – Entry 1 qualifications in Personal Progress				
Planning and preparing food for an event				
Outcome:	Assessment criteria	Assessment activity/opportunity	Assessment method	Credits: 3
1. Be involved in planning food for an event	1.1 Take part in planning food for an event	Help to choose a food or drink for an event Indicate which food or drinks are suitable for an event Follow simple instructions to list the drinks and food (if applicable) for an event and quantities (find out numbers attending and possible dietary needs)	Oral questioning - discussion Observation Photo Comments Achievement Continuum Level Product Review	When Pupils can work on units over a 1/2/3/4-year cycle.  Evidence to be completed in the academic year they have finished the unit in preparation for their leaving year.
2. Contribute to planning food for an event	2.1 Take part in preparing different foods for an event  2.2 Follow basic safety rules when preparing food for an event	Help to prepare a variety of food for an event (at least 2 different) On at least two occasions participate, with support, in completing activities On at least two occasions independently complete a stage of a task (i.e. icking a cupcake, buttering a teacake) Follow a simple sequence to independently prepare food items  Follow simple instructions to act safely and keep safe (with support) Follow simple safety guidelines (for example use oven gloves when taking something out of the oven) Know that safety guidance/rules is there to protect them		
3. Be involved in clearing up after preparing food	3.1 Take part in clearing up after preparing food	Help to clear up after an event/during preparation E.g. washing up; putting items away in cupboards; store left over food items; leave an area clean and tidy		
Created by: Anna Kirkland/Peter Endersby		Job role: Teacher	Date: Sep 22	
Agreed by: Mike Tebbutt		Job role: Internal Moderator	Date: Sep 22	
Approved by:		ASDAN Job role:	Date:	



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Appendix – Evidence Template (example)

**Entry 1 Qualifications in Personal Progress**

**PFE E1 Planning and preparing food for an event**

Evidence transcript document [to be attached to the candidate's certificate]

Credit value: 3

<b>Candidate name:</b>	<b>Centre name:</b>
<b>ASDAN candidate number:</b>	<b>ASDAN centre number:</b>

**Details of candidate's achievement**

<b>AC 1.1 Take part in planning food for an event</b>	
<b>Assessor statement:</b>	
<b>Achievement continuum stage:</b>	

<b>AC 2.1 Take part in preparing different foods for an event</b>	
<b>Assessor statement:</b>	
<b>Achievement continuum stage:</b>	

<b>AC 2.2 Follow basic safety rules when preparing food for an event</b>	
<b>Assessor statement:</b>	
<b>Achievement continuum stage:</b>	

<b>AC 3.1 Take part in clearing up after preparing food</b>	
<b>Assessor statement:</b>	
<b>Achievement continuum stage:</b>	

Tutor/Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Important**

It is the centre's responsibility to ensure that this evidence transcript is attached to the relevant certificate. Qualifications in Personal Progress certificates are not valid unless the corresponding evidence transcript is attached.

# Wren Spinney School

## ASDAN - Draft

### Appendix – Internal Moderation Cover Sheet

#### Moderation Information Sheet

##### Packaging and sending portfolios

1. Please complete this sheet once and **place it at the front of the submission** before securely packaging the sample for external moderation.
2. Do not send ring binders or folders, but instead use plastic wallets or treasury tags, ensuring that all the evidence for each candidate is **properly secured and remains together in the correct order**. Loose leaf pages should not be submitted.
3. The identified work must be packaged securely and sent to the external quality assurer (EQA), by either **courier or recorded delivery**, by the required deadline, ensuring that parcels can be tracked and are signed for on delivery.

<b>Centre Name:</b>	Wren Spinney School	<b>Centre Number:</b>	8595
<b>Qualification:</b>	Personal Progress – Entry 1	<b>Internal Quality Assurer/ Moderator</b>	
<b>Candidate name (in sample)</b>	<b>Details of evidence submitted</b>	<b>List of Supporting Evidence submitted</b>	
<b><u>Supporting / Special Details</u></b> <i>Please list any Special Consideration, Reasonable Adjustments, Adaptations or supporting details that the External Quality Assurer needs to be aware of with this submission.</i>			
<b><u>IQA/IM Declaration:</u></b> <i>I confirm that the submission provided to ASDAN, and the evidence to support this submission, have been checked for accuracy, reviewed by a second member of staff and are accurate and represent the professional judgements made by my staff. That entries were appropriate for each candidate and that each candidate has no more than one entry per qualification.</i>			
<b>Signature of IQA/IM:</b> _____ <b>Date:</b> _____			

Appendix – Feedback to Assessor Template

FEEDBACK TO ASSESSOR (ASDAN)



Candidate name:		Assessor name:	
Moderator name:		Date:	
Qualification title:	Personal Progress		
Unit(s) Moderated; with unit code:			
Comments and feedback on how assessment/evidence meets the standards:			
Comments and feedback on completion on mandatory paperwork:			
Actions (with a completion date):			
Assessor signature:		Date:	
Internal Moderator signature:			
Internal Moderator signature to confirm actions completed		Date:	



Appendix – Meeting Minutes Template

MEETING MINUTES (ASDAN)



Persons Present:	
Date:	
Issues arising:	
Action Agreed (with person responsible and due date)	
Date agreed for next meeting:	