



Support guide to creating centre devised assessment tasks

This document includes sensitive topics, as listed in the contents. Centre staff will have their own thoughts, opinions and experiences towards this content; therefore, please read this document at a time you feel is appropriate to take in this information. The contents table below should aid in directing you to the content you require.



This document is intended to support all centres in devising Centre Devised Tasks to ensure that content is inclusive and accessible to all learners.

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Important terms

Creating or developing content mentioned throughout this document refers to content in the widest sense (for example, centre devised tasks and learning resources).

Below is a list of terms used throughout this document to ensure a common understanding when these terms are used.

Disclaimer: Terms included throughout this document have been created with consultants, but it should be understood that personal preferences have to be considered too. For example, BAME is the preferred term by some members of the community, while others in the community prefer another term (for example, ethnic minorities); some people in the LGBTQIA community identify as queer, while others still see this as a slur. Language and preferred terminology can change over time.

BAME: Black, Asian and minority ethnicities – this is inclusive of all minority ethnicities, including White minority ethnicities such as Gypsy, Roma, and Traveller of Irish heritage groups

Cisgender: identifying as the same gender as the sex you were assigned to at birth

Cisnormativity: the concept that cisgender is the default gender

Diversity: everyone is individual and different

Equality: equal access to opportunities

Ethnicity: the fact or state of belonging to a social group that has a common national or cultural tradition

Gender: often expressed in terms of masculinity and femininity, gender is largely culturally determined and is assumed from the sex assigned at birth

Gender identity: a person's innate sense of their own gender, whether male, female or something else, which may or may not correspond to the sex assigned at birth

Heteronormativity: the concept that heterosexuality is the default sexual orientation

Inclusion: a sense of belonging; feeling respected and valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best at work or study

Intersectionality: overlapping social identities, including factors of advantage and disadvantage – these social identities may be empowering or oppressing, and they may result in privilege or discrimination

LGBTQIA: lesbian, gay, bi, trans, queer and/or questioning, intersex, and asexual and/or aromantic:

- lesbian: refers to a woman who has a romantic and/or sexual orientation towards women – some non-binary people may also identify with this term

- **gay:** refers to a man who has a romantic and/or sexual orientation towards men; also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian, and some non-binary people may also identify with this term
- **bi:** bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender:
bi people may describe themselves using one or more of a wide variety of terms, including (but not limited to) bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities
- **trans:** an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth:
trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, transsexual, gender-queer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans masculine, trans feminine and neutrois
- **queer:** queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation and/or gender identity; it can also be a way of rejecting the perceived norms of the LGBT community (racism, sizeism and ableism) – although some LGBT people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it
- **questioning:** the process of exploring your own sexual orientation and/or gender identity
- **intersex:** a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female:
intersex people may identify as male, female or non-binary
- **asexual:** a person who does not experience sexual attraction – some asexual people experience romantic attraction while others do not, and asexual people who experience romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their romantic attraction
- **aromantic:** a person who does not experience romantic attraction – some aromantic people experience sexual attraction while others do not, and aromantic people who experience sexual attraction or occasional romantic attraction might also use terms such as gay, bi, lesbian, straight and queer in conjunction with asexual to describe the direction of their attraction.

(taken from Stonewall website: correct on 11/11/2021)

Neurodiversity: divergence in mental or neurological function from what is considered 'typical' or 'normal' (frequently used with reference to autistic spectrum disorders or specific learning difficulties [SpLDs]) – some articles about neurodiversity and neurodivergence include disorders like anxiety, schizophrenia and other mental health conditions; others do not

Race: each of the major groupings into which humankind is considered (in various theories or contexts) to be divided on the basis of physical characteristics or shared ancestry

Sex: assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions

Specific learning difficulties (SpLDs): include dyslexia, dyspraxia, dyscalculia, attention deficit (hyperactivity) disorder (ADD/ADHD) and dysgraphia – they affect the way someone learns and processes information, but do not negatively affect their intelligence.

Equality, diversity, safeguarding and inclusion guidance for centres

External quality assurance (EQA) of centre devised tasks

EQA reviews will incorporate the scrutiny of centre devised tasks, including the internal quality assurance of them (only for those linked to the requested sample of learner work). The EQA will review whether they are fit for purpose, enabling learners to meet the assessment criteria, as well as ensuring that safeguarding, equality, diversity and inclusion have also been considered.

The EQA will ensure that the centre devised tasks are reliable, valid and authentic, allowing a learner to fully achieve all qualification criteria, to meet the required standards. It is expected that centre devised tasks are reviewed by the centre, each academic year and are comparable to both industry standards and standardised across centres.

The External Quality Assurance team will ensure centre devised tasks are reviewed at each External Quality Assurance review linked to the requested sample of learner work. This is our mechanism for monitoring centre devised tasks for all units, over time. Centres will be given feedback from the EQA, alongside recommendations and actions, where applicable within the External Quality Assurance report.

Guidance below will support centres to create centre devised tasks:

What is a 'lens'?

A lens refers to how a person views a given situation. There are many factors that go into developing a person's lens or perception of the world. Race, culture, religion, past career experiences and economic experiences are just some factors that influence a person's view of the world.

Everyone has lenses, but not everyone is aware that they do, or even what they are. Our own lenses can bring an important perspective when we are designing assessments, but by identifying what lenses we have, it can allow us to consciously consider other lenses to create a more inclusive assessment design.

Designer bias

Considerations for the creation and development of tasks:

- what are my lenses?
- who might be impacted by what I am designing?

Consider protected characteristics, representations of diversity, and intersecting identities:

- socioeconomic status (SES)
- age
- disability
- neurodivergence (including SpLDs)
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief

- sex and gender
- sexual orientation

Creating centre devised tasks

When creating tasks, if there is a need to reference a specific person, care should be taken that those references are diverse and inclusive.

You should recognise any potential biases there could be and take active steps to remove any stereotypes or personal opinions; the aim is to include a diverse representation of groups in either a positive or neutral light.

An example of where this might not apply is in a health qualification, where a disability or neurodivergent condition might be referenced as part of the study. However, in a performing arts qualification, a wheelchair user might be included where it is a neutral detail of a person's identity and not a barrier to the subject's context. This is the idea that seeing casual representation further educates us around diversity and helps us shape ideas of natural inclusion.

The following sections outline some things to be aware of when referencing some specific social groups.

Age

Only include age in content if it is relevant. When referring to age, the below guide is useful to highlight different stages in life:

- fertilised egg: conception to 14 days
- embryo: from 2 to 6 weeks
- baby: during pregnancy, at birth and up to 1 year
- toddler: 1 to 3 years
- child: 4 to 12 years
- teenager: 13 to 19 years
- young people: 16 to 24 years
- adult: generally, from age 18, but this may vary

When referring to older people, the table below offers guidance on problematic and respectful language:

Problematic language	Preferred language
Elderly	Older person
Middle aged	Older people
OAP	Age specific (for example, over-65s)
Old age pensioner	
Senior	

(taken from NHS website: correct on 08/4/2022)

Disability

- when talking about places with accommodations for disabled people, use the term 'accessible' rather than 'disabled' or 'handicapped' (for example, refer to an 'accessible' parking space rather than a 'disabled' or 'handicapped' parking space, or 'an accessible bathroom' rather than 'a handicapped bathroom')
- use the term 'disability', and take the following terms out of your vocabulary when talking about or talking to disabled people – do not use the terms 'handicapped', 'differently-abled', 'cripple', 'crippled', 'victim', 'retarded', 'stricken', 'poor', 'unfortunate', or 'special needs'
- just because someone has a disability, it does not mean they are 'courageous', 'brave', 'special', or 'superhuman' – people with disabilities are the same as everyone else; it is not unusual for someone with a disability to have talents, skills and abilities
- when talking about people without disabilities, it is okay to say 'people without disabilities', but do not refer to them as 'normal' or 'healthy' – these terms can make people with disabilities feel as though there is something wrong with them and that they are 'abnormal'
- even in the disability community, there are disparities as to whether 'disabled people' or 'people with disabilities' is correct – in the academic world (especially in the UK), the term 'disabled person' is preferred
- it should be noted that not all disabilities are visible – loosely defined, an invisible disability is a disability that is not immediately noticeable; they can include brain injuries, chronic pain, mental illness, gastro-intestinal disorders, and much more

Disability	Respectful language
Blind or visual impairment	Blind/visually impaired Person who is blind/visually impaired
Deaf or hearing impairment	Deaf or hard of hearing Person who is deaf or hard of hearing
Speech/communication disability	Person with a speech/communication disability Person who uses a communication aid
Learning disability	Learning disability, or cognitive disability Person with a learning or cognitive disability
Mental health disability	Person with a psychiatric disability Person with a mental health disability
Mobility/physical disability	Wheelchair user, physically disabled Person with a mobility or physical disability
Emotional disability	Emotionally disabled Person with an emotional disability
Cognitive disability	Cognitively/developmentally disabled Person with a cognitive/developmental disability

Short stature	Someone of short stature A person with dwarfism Little person (largely USA preference) Mention specific height instead, if necessary in context (for example, supporting medical information)
Health conditions	Survivor, someone 'living with' a specific disability (for example, 'someone living with cancer or AIDS')

Ethnic minorities/BAME

BAME refers to Black, Asian and minority ethnicities; this is inclusive of all minority ethnicities, including White minority ethnicities such as Gypsy, Roma, and Traveller of Irish heritage groups – it should be noted that BAME is not an ethnicity, merely an acronym used in the UK to refer to ethnic minority groups.

It is important to:

- capitalise when referring to ethnic groups
- include a diverse range of names – a random name generator could be useful to source some ideas (www.behindthename.com/random)
- not use 'Non-White' or 'Non-Black'
- not use 'race' instead of 'ethnicity'

For reference, the ethnicities included in the latest census of England and Wales are:

White:

- English, Welsh, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish Traveller
- Roma
- any other White background

Mixed or Multiple ethnic groups:

- White and Black Caribbean
- White and Black African
- White and Asian
- any other Mixed or Multiple ethnic background

Asian or Asian British:

- Indian
- Pakistani
- Bangladeshi
- Chinese
- any other Asian background

Black, African, Caribbean or Black British:

- African
- Caribbean
- any other Black, African or Caribbean background

Other ethnic group:

- Arab
- any other ethnic group

Gender

- ensure that any roles within your content are not assigned to a gender which lends itself to stereotype
- creating content gives you an opportunity to redefine stereotypes around masculinity and femininity
- however, if it is not necessary to identify the gender of the person within your content, it may be more appropriate to use gender neutral language
- caution should be given against assuming someone's pronouns – a person's name or appearance is never the appropriate means of determining which pronouns to use, and it is good practice to use
- 'they/them' until they have confirmed what their pronouns are; the table below shows gender neutral language that can be used.

Gendered language	Gender neutral language
Boyfriend/girlfriend	Partner
Husband/wife	Spouse
Mum/dad	Parent Caregiver Guardian
Son/daughter	Child
He/she	They
His/her	Their

Intersectionality

Intersectionality refers to overlapping social identities, including factors of advantage and disadvantage. These social identities may be empowering or oppressing, and they may result in privilege or discrimination. Someone will have multiple social identities which will affect their experience of the world.

Intersectional theory is the way that gender, race, class and sexuality work in concert to create inequality. No one singular force is the cause of injustice.

For example, a Black woman may experience racism and sexism, and therefore their experience will be different to that of a Black man or White woman – or the experience of a trans Muslim will be different to that of a non-religious trans person or a cis Muslim, because a trans Muslim may experience both Islamophobia and transphobia.

Why is intersectionality important?

Without intersectionality, the most marginalised groups of people can inadvertently be left out.

It can also reduce the assumptions made about a person because of one of their social identities or focussing on just one social identity.

LGBTQIA

- being inclusive when it comes to pronouns is crucial, especially in drop-down forms – in addition to male and female, be sure to include 'non-binary' and a free form text box for them to record their gender
- use pictures and graphics that represent individuals and couples from the LGBTQIA community
- think outside of the heteronormative sphere; you could reference a family with parents or carers who are of the same sex or gender
- if you are not familiar enough with LGBTQIA issues or terminology, you can undertake some research ([Stonewall.org.uk](https://www.stonewall.org.uk) is a great place to start).

Neurodivergence

- by following the accessibility guidance (on page 14), your document should be at a good starting point for people who are neurodivergent
- use timers or progress bars so users are aware of how far into a form or activity they are
- use simple colours and not bright contrasting colours
- write in plain English, avoiding figures of speech and idioms
- use simple sentences and bullet points; do not create a wall of text

- build simple and consistent layouts, using Tables of Contents to guide users to the relevant information
- ensure that text is aligned to the left
- do not underline words; use italics or write in capitals to emphasis a point

Religion

- think about timescales when designing your content (for example, scheduling an assessment window during Ramadan when Muslims are fasting could decrease the reliability of the assessment)
- ensure there is no language within your content which could be offensive to any religion

for reference, the world's 15 largest religions are:

Christianity, Buddhism, Spiritism, Islam, Primal-indigenous, Judaism, Nonreligion, African traditional and Diasporic, Baha'I, Hinduism, Sikhism, Jainism, Chinese traditional religion, Juche, Shinto.

Socioeconomic status (SES)/background

- avoid using broad, pejorative, and generalising terms to discuss SES
- deficit-based language also focuses on what people lack rather than on what they possess – provide more sensitive and specific descriptors where possible
- aim to focus on a strengths-based perspective to emphasise how the context in which people live affects their outcomes or opportunities.

Problematic language	Preferred language
Description of income The poor Low-class people Poor people Poverty stricken Welfare-reliant	People whose incomes are below the poverty threshold People whose self-reported incomes were in the lowest income bracket. People living in low-income areas
Description of housing status The homeless Council estate Homes for special people	People experiencing homelessness Low-income housing, low-income areas of the city Residential/independent living housing Assisted living accommodation

Description of government assistance Welfare parents Benefit street Benefit families	Parents who receive childcare benefits People who are unable to work because of a disability Families whose main income is from Universal Credit
Description of education status Poorly educated High school drop out Having little education Achievement gap	People who have a secondary education People who do not have GCSEs or equivalent Opportunity gap

Accessibility

The below guidance is specifically designed for on-screen content and websites; however, the guiding principle can be adapted to all content created and developed.

- information and user interface components must be presentable to users in ways they can perceive
- provide text alternatives for any non-text content so that it can be changed into other forms people need, such as alt text for images, large print, braille, speech, symbols, or simpler language
- provide alternatives for audio or video media (for example, captions or a transcript)
- make it easier for users to see and hear content, including separating foreground from background → operable:
- user interface components, navigation, and must be operable
- if creating an on-screen assessment, make all functionality available from a keyboard
- provide users enough time to read and use content
- do not design content in a way that is known to cause seizures
- when creating forms, consider:
- being able to pause and log back in to allow for breaks
- including percentage of how long left of form to manage expectations
- direct contact details to allow for questions if/when necessary → understandable:
- information and the operation of user interface must be understandable
- make text content readable and understandable (this includes reading level)
- do not use colour alone to convey a message; those who have colour blindness may not be able to distinguish between the colours
- use concise language, when possible, with short clear paragraphs (for example, bullet pointing information can create clear and concise information) → robust:
- content must be robust enough that it can be interpreted by a wide variety of user agents, including assistive technologies
- sufficient headings used for screen readers.

Safeguarding

When designing centre devised tasks for learners, it is vital to embed safeguarding principles to ensure a safe, respectful, and supportive learning environment. This not only complies with legal and organisational responsibilities but also promotes learner wellbeing and professional conduct.

The following strategies can be incorporated into your centre devised tasks:

Explicit expectations and boundaries

- Clearly articulate expectations regarding respectful behaviour, confidentiality, and appropriate communication within the scope of the assignment.
- Emphasise the importance of maintaining professional boundaries, especially when assignments involve sensitive topics, personal reflections, or interactions with others.
- Include guidance on respectful engagement in online discussions or collaborative activities to prevent harassment or discrimination.

Incorporation of safeguarding policies and procedures

- Reference relevant safeguarding policies, codes of conduct, and reporting procedures within the assignment instructions.
- Encourage learners to familiarise themselves with these policies and understand their responsibilities in safeguarding themselves and others.
- Provide contact details for designated safeguarding leads (DSLs) or safeguarding officers for reporting concerns (as appropriate).

Handling sensitive or potentially distressing content

- When tasks involve sensitive, emotional, or potentially triggering topics (for example mental health, abuse, discrimination), include trigger warnings and guidance on approaching such content thoughtfully.
- Advise learners to seek support if they experience distress and provide information about available support services, such as counselling or helplines.
- Encourage reflective practice that promotes emotional safety and resilience.

Promoting responsible use of digital platforms

- Remind learners of safe internet practices, including protecting personal data, avoiding sharing sensitive information, and recognising online risks.

- Set expectations for respectful online conduct, including zero tolerance for cyberbullying, hate speech, or inappropriate language.
- Ensure that digital submissions and communications comply with data protection regulations and organisational policies.

Providing access to support and resources

- Include details of safeguarding support services, both within the organisation and external agencies, that learners can access if they have concerns or need assistance.
-
- Encourage learners to utilise these resources and reassure them of confidentiality and support.

Embedding safeguarding into assessment criteria

- When appropriate, incorporate safeguarding considerations into assessment rubrics, such as evaluating learners' understanding of safeguarding principles or their ability to apply safeguarding practices in their work.
- Use assessments as opportunities to reinforce safeguarding awareness and responsibility.

Fostering a culture of openness and trust

- Encourage learners to speak up if they feel unsafe or uncomfortable, emphasising that safeguarding is a shared responsibility.
- Create an environment where learners feel confident to raise concerns without fear of reprisal.

Training and Awareness for content creators

- Ensure that creators designing the tasks are trained in safeguarding policies and understand how to embed safeguarding effectively.

Regularly review and update assignment briefs to reflect current safeguarding standards and best practices.

- By systematically integrating these safeguarding elements into centre devised tasks, creators can help create a learning environment that prioritises the safety, dignity, and wellbeing of all learners. This proactive approach supports not only compliance with safeguarding legislation but also fosters a culture of respect and responsibility within educational settings.
- Safeguarding and equality in assessments involves ensuring fairness, safety, and inclusivity for all learners. This means providing equal opportunities for learners to demonstrate their learning, regardless of their background, protected characteristics, or individual needs, while also creating a safe and supportive environment.

Equality in assessments:

Fair and equitable treatment:

- Assessments should be designed and administered in a way that is fair to all learners, providing them with the same opportunities to succeed.

Accessibility:

- Assessments should be accessible to learners with disabilities, including providing appropriate accommodations like extra time, assistive technology, or alternative assessment formats.

Cultural sensitivity:

- Assessments should be mindful of cultural differences and avoid biases that could disadvantage certain groups of learners.

Inclusive language:

- Assessment materials should use inclusive language that is respectful and avoids stereotypes.

Safeguarding in assessments:

Safe assessment environment:

- Colleges should ensure that the assessment environment is safe and free from harassment, bullying, or any form of abuse.

Designated Safeguarding Leads:

- Colleges should have designated staff members (such as Safeguarding Officers, Designated Safeguarding Leads) who are trained to identify and respond to safeguarding concerns.

Clear reporting procedures:

- Learners should be aware of how to report any concerns they have about their safety or the safety of others during assessments.

Confidentiality:

- Safeguarding procedures should prioritise confidentiality and ensure that learners feel comfortable reporting concerns without fear of reprisal.

Staff training:

- Staff involved in assessments should be trained on safeguarding principles and procedures, including how to identify and respond to potential risks.

Preventing abuse:

- Safeguarding procedures should actively prevent all forms of abuse, including physical, sexual, emotional, and psychological abuse.

Addressing special circumstances:

- Colleges should have clear policies and procedures to address special circumstances, such as mitigating circumstances or student disabilities, that may affect a student's ability to participate in assessments.

Transparency and accountability:

- Colleges should be transparent about their safeguarding policies and procedures and be accountable for implementing them effectively.

Example template for a centre devised task:

Centre Devised Tasks (template)	
Qualification:	
Unit/Assessment title:	
Learning aims/outcomes:	
Assessor:	
Issue date:	
Submission deadline:	

Scenario/context	
Task 1	
Task 2	

Grading criteria (if applicable) and/or learning outcomes/assessment criteria covered	
Task 1	
Task 2	

Internal Verification of centre devised tasks:

It is important that prior to centre devised tasks being issued to learners, they are internally verified to ensure they are fit for purpose.

It is important that internal quality assurers (IQAs) review the content for equality, diversity, safeguarding and inclusion, alongside specification specific detail. Ideally, the reviewer would be able to critically review content through different lenses to those of the content creator; however, sourcing different lenses to the content creator's may not be possible due to available subject matter experts.

Example template for the Internal Verification of a centre devised task:

IQA feedback template – Centre Devised Tasks (to be completed prior to issue)			
Qualification:			
Unit/Assessment Title:			
IQA Name:		Date Sampled:	

Criteria	Yes	No	Comments
Has a scenario been included within the devised task, that is contextualised appropriately?			
Is it clear what the learner will have to do to meet the assessment criteria of the unit?			
Have a range of valid and appropriate assessment methods been planned?			
Are the assessment tasks appropriate in terms of the level, language and where applicable, vocational relevance?			
Do the assessment methods and tasks allow for reasonable adjustments to be made, if required?			
Have all required assessment criteria been included and mapped accurately to individual tasks?			
Are all evidence requirements highlighted in the specification, clearly stated to ensure they can be achieved through the tasks set?			
Is it clear how/where feedback to the learner will be documented?			
Are the grading criteria clearly identified?			
Has the assessment task incorporated equality, diversity, inclusion and safeguarding?			
Are clear deadlines for assessment tasks given?			
Is the timeframe of the assessment task of an appropriate duration?			

Overall is the assessment task fit for purpose?	Yes		No	
<i>*If 'No' is recorded the IQA must set actions detailing the issues and how they need to be addressed. The assessor and IQA must then confirm that action has been undertaken and that the task is authorised prior to its issue to learners.</i>				
Action Points	Target Date		Date Completed	

Assessment task authorised for use:			
IQA Signature:		Date:	
Assessor Signature			

Further reading

Fair Access by Design: Guidance for awarding organisations on designing high quality and inclusive qualifications:

www.qualificationswales.org/media/4739/fair-access-by-design.pdf

Civil Service blog – Please, don't call me BAME or BME:

civilservice.blog.gov.uk/2019/07/08/please-dont-call-me-bame-or-bme/

Mind: www.mind.org.uk/

National Autistic Society: www.autism.org.uk/

NHS inclusive content: <https://service-manual.nhs.uk/content/inclusive-content>

Stonewall: www.stonewall.org.uk/

BAME Apprenticeship Alliance: bameaa.co.uk/

This document will be reviewed on an annual basis to ensure that all information is up to date and language used is still accurate and representative of all groups included in this guidance.