

ASDAN Centre Policies

Reviewed by:	Mrs L Barton
Signed:	<i>L. Barton</i>
Date:	March 2024
Date of next review:	September 2025

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Policies and information will be reviewed every 2 years. At every review the policy will be shared with the Board of Governors.

CENTRE STRUCTURE

Head of Centre – Mr Andrew Bridson
SENCo – Mrs S Lord
Safeguarding Lead – Mrs A Williams
Quality Assurance/Internal Moderation Contact – Mrs K Foster
Exams Officer – Mrs L Barton
Assessor – Mrs A Gumbley
Internal Moderator – Mrs K Foster

ACCESS TO FAIR ASSESSMENT POLICY

Statement of Assessment

At Cardinal Langley RC High School we provide an ASDAN programme which provides students with the opportunity to achieve their full potential by the most appropriate route.

Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.

We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Access

Students are made aware of the existence of this policy and can request access to a hardcopy or electronic version.

All relevant staff are made aware of the contents and purpose of this policy through in-house training and staff meetings, and policies are available in the staff secure area accessible to all staff.

This policy will be reviewed every 2 years and may be revised in response to feedback from students, staff and adaptations made by ASDAN. Any changes will be discussed with staff and students.

What students can expect from us:

- We aim to ensure that all assessment of work is carried out fairly using objective methods and in keeping with the awarding body's requirements and recommendations.
- Assessors will use clear marking schemes and assessment criteria provided by ASDAN to determine students' achievement.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers/ staff involved will be fully trained.
- Internal assessments and verification will be carried out fairly, accurately and according to the awarding body instructions.
- Externally marked tests, exams and work will be carried out according to the awarding bodies instructions.
- Where appropriate Access Arrangements and Special Consideration requests will be made to the relevant awarding organisations to ensure that no student is unfairly disadvantaged by any disability or learning disability.

- That all staff involved in the delivery and internal moderation of ASDAN qualifications ensure they attend any update training provided by the awarding body, and regularly check ASDAN's website to ensure that any relevant training is highlighted to the SENCO to enable them to attend.

Students can also expect:

- To be fully inducted onto the course and given information that can be shared with parents and carers.
- 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.
- To be given appropriate assessment opportunities during the course with feedback provided on their work in an accessible and easy to understand manner.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

A fair assessment of a student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

- They are found to be copying, giving or sharing information or answers, unless part of a joint project.
- They use an unauthorised aid during a test or examination.
- They copy another student's answers during a test or examination.
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If the student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Access arrangement: Reasonable Adjustments and Special Consideration

A candidate's access arrangements will be determined by the appointed Exams Officer with reference to the relevant ASDAN guidance. Access arrangements will be agreed before an assessment.

Access arrangements will allow students to show what they know and can do without changing the demands of the assessment. For example, through the use of readers and/or scribes.

The Exam Officer will be responsible for:

- Ensuring there is appropriate evidence to support the request for access arrangements to be made.
- Submitting access arrangement applications to the awarding bodies.
- Determining where the assessment will take place and ensuring this meets access arrangements.
- Organising invigilation and support for access arrangements if required.

The Exam Officer may consider the following points when determining suitable access arrangements;

- What arrangements are suitable for the qualification?
- The student's normal way of working,
- The details of how specific access arrangements would work in an assessment,
- Whether evidence or an application to the Awarding Organisation is required,
- Any assistance from the Awarding Organisation that may be required to put the arrangements in place.

We will keep evidence on file for all access arrangements made for specific students.

Internal Assessment

It is the duty of the teachers to ensure that all internal assessment is ready for dispatch at the correct time.

EQUALITY STATEMENT

Cardinal Langley RC High School promotes equality of opportunity for **all** members of our school community.

In order to do this the School establishes with all staff an overall vision of the duty to promote equality of opportunity, foster good relations and promote positive attitudes for all members of our community.

We encourage the active participation of all students, parents, staff and carers in ensuring that we eliminate discrimination and harassment on the grounds of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment

For further details, please refer to the Cardinal Langley RC High School Equality Policy.

CANDIDATE MALPRACTICE POLICY

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.

- 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 own.
- 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.
- The alteration of any results or a marked document.
- The use of AI during assessments.

If a teacher suspects a candidate of malpractice the candidate will be informed and the allegations will be explained. The teacher will check that the candidate fully understands the nature of the allegation. The candidate will have the opportunity to explain themselves and provide a statement 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, following an investigation a candidate is found guilty of malpractice the teacher may decide to remark previous assignments and these could also be rejected if similar concerns are identified. If a candidate is, following an investigation, found guilty of malpractice during an examination the Awarding Body will be informed and the Candidate’s examination paper will be withdrawn.

For further information please see the school’s Exams Malpractice Policy.

Appeals

If a malpractice decision is made, which the Candidate feels is unfair, they have the right to appeal in line with the school’s Exams Complaints and Appeals Policy.

STAFF MALPRACTICE AND MALADMINISTRATION POLICY

Examples of Staff Malpractice

The following are examples of malpractice by staff with regards to portfolio-based qualifications:

- 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 following are examples of malpractice by staff with regard to examinations:

- Assisting candidates with exam questions outside of the Awarding Body guidance

- Allowing candidates to talk, use mobile phone or leave the room unsupervised during the exam
- Tampering with scripts prior to external marking taking place.

Staff Malpractice Procedure

For further information please see the school's Exams Malpractice Policy.

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the Complaints & Appeals Policy.

Maladministration

According to ASDAN maladministration is any unintentional activity or practice that leads to noncompliance with ASDAN requirements. In most cases, maladministration will relate to administrative or quality assurance procedures and may involve any or all of the following:

- Candidates
- School staff
- Awarding organisation staff.

Examples of maladministration include:

- Incorrect registering of units
- Incorrect candidates' names

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

In the event of an error occurring the Awarding Body will be notified immediately.

REGISTRATION AND CERTIFICATION POLICY

The aim of this policy is to ensure that each learner is registered within the timescales set out by ASDAN, that certificates are claimed where necessary with specified timescales, and that an accurate audit trail is held to ensure that registrations and certification claims can be tracked.

Cardinal Langley RC High School will:

- Register each learner within the timescales set out by ASDAN.
- Provide checklists to the ASDAN coordinator to ensure the accuracy of each registration.
- Make sure all learners registered with ASDAN are made aware.
- Ensure withdrawals are actioned if necessary.
- Ensure if appropriate that certificate claims are timely, and are checked against the individual students.
- Check the certificates for accuracy on receipt from ASDAN.
- Keep records and certificates for 5 years. Certificates will be stored securely by the Exams Officer.

INTERNAL MODERATION POLICY

The aim of this policy is to 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.

The school will:

- Ensure that all assessment activities are valid, appropriate and fit for purpose.
- Apply a strategy that will provide a representative sample across all tutor/assessors is applicable.
- 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 where required.
- 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.
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At Cardinal Langley RC High School a meeting will be held at the onset of the academic year for all staff involved in the delivery and assessing of ASDAN qualifications and awards to attend. The meeting will cover the expectations for the delivery of ASDAN qualifications and awards, internal moderation sessions will be timetabled and deadlines for the submission of all work will be established for that school year.

During the year there will be three instances of internal moderation which will be carried out by the designated trained staff. The first session will ensure that assessors choose suitable units for their students. The second session will take place early in the Spring Term. Assessors are expected to have completed at least one unit per student at this point. The units will be scrutinised against the ASDAN guidelines /checklist. The purpose of this session is to check that assessors are completing their chosen units to a sufficient standard. Any support required will also be identified and action plans put in place.

At these meetings samples of work from a cross section of students and assessors as well as and from a number of units/modules will be moderated. Due to the small numbers the sample will always include any student who is due to complete an ASDAN course that academic year and at least 3 other students from Year 1 and Year 2 of a programme.

The third session will happen in advance of submission of work /portfolios for external moderation. The purpose is to ensure that all units are complete and of sufficient standard to be submitted.

A summary of each Internal Moderation session will be recorded and shared with relevant staff.

Review and Feedback Statement

In the first instance feedback regarding ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN qualification/award. Following internal modification further feedback may be provided to teacher, assessors and students where necessary.

After external moderation has taken place and the moderation report has been received, the relevant staff will meet to discuss any action points raised to further develop practice and address any issues that have arisen.

Candidate records will be held securely at the centre for 5 years from the date of moderation. Candidate achievements/certificates will be stored for 5 years. Once the 5 years has passed the certificates will be confidentially destroyed in line with the school's Exams Retention Policy. Portfolios of evidence will be securely stored in school for 6 months from the date of moderation, and representative samples will be held for a maximum of 3 years.

At the end of each academic year a review of the curriculum and accreditation will be held by the SENCO & relevant staff.

Example Internal Moderation Process

Internal Moderator identified and allocated to Assessors.

Internal Moderator and Assessors meet to discuss timetable for moderation and sampling process.

Internal Moderator carries out first round of formative internal moderation

Records of sampling and internal moderation decisions kept.

Feedback provided to assessors and stored centrally in the centre portfolio for audit purposes.

Meeting held to discuss issues arising from the first round of internal moderation. Minutes recorded in portfolio.

Second round of formative internal moderation conducted. Documentation relating to moderation stored in Centre Portfolio.

Any action noted by the Internal Moderator on the first round checked and signed off.

Meeting held to discuss issues arising from the second round of internal moderation. Minutes recorded in Centre Portfolio.

Third round of formative internal moderation conducted.

Coordinator establishes candidates and units to be put forward for external moderation.

Summative internal moderation conducted to include final checking of portfolios.

Any continuing issues addressed and signed off.

Arrangements made for external moderation.

Minutes stored in Centre Portfolio.

External moderation takes place

Standardisation meeting arranged to discuss feedback from external moderation and plan put in place to address any matters arising. Minutes stored in Centre Portfolio.

STUDENT APPEALS POLICY

Introduction

Students are made aware of the existence of this policy and have open access to it. It can be found on the school website. All relevant teachers/staff are made aware of the policy and how to access it in order that students can be supported.

Policy Statement

All students at Cardinal Langley RC High School have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

If any student wishes to appeal a decision they should follow the procedure set out below:

1. Meet with the member of staff responsible for teaching the qualification in the first instance and discuss the reason they wish to appeal. The member of staff has a responsibility to explain to the candidate why he/she received the grade /mark.
2. If the student is not satisfied with the explanation the piece of work will be re-marked by another member of staff also involved with that qualification. The student will be informed of the outcome of the re-marking.
3. If the student wishes to continue the appeal he/she needs to contact the exam officer who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The exams officer will assist with the completion of forms and will correspond with the awarding body on behalf of the student.

Further information can be found in the school's Exams Internal Appeals Procedure.

CONFLICT OF INTEREST

A conflict of interest is a situation where a member of staff has competing interests or loyalties. In relation to the formal assessment and quality assurance of candidates work within National Qualifications it can be defined as a conflict between the official responsibilities of a member of staff and any other interests that the member of staff may have which could compromise, or appear to compromise, any assessment decisions they might make.

All relevant staff undertaking moderation and other individuals involved in the assessment and quality assurance of a candidate's work have a responsibility to be aware of the potential for a conflict of interest. It is their duty of care to disclose any actual, potential or perceived conflict of interest. This disclosure should be made in writing to their line manager so that the situation can be evaluated and appropriate action taken if required to ensure that any conflict of interest does not detrimentally impact on the standards of Cardinal Langley RC High School, the Awarding Organisation or the Regulatory Authorities.

At the beginning of each academic year an online form is sent to every member of staff in the school which they must complete regardless of whether they consider themselves to have a conflict of interest or not. The Exams Officer will keep records of all returns for the duration of the academic year and report any conflict of interest to all relevant awarding bodies. These records will outline the nature and extent of the reported conflict and where required the action taken to manage the conflict and mitigate any adverse effects. In the event that an 'undisclosed' conflict of interest may have impacted upon assessment decisions is identified the school will notify the relevant Awarding Body.