



MARSHLAND HIGH SCHOOL

Centre number: 18539

ASDAN Policy Handbook

Person Responsible:	Head of Centre	Approved by:	Local Governing Body
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Head of Centre Signature:

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Key staff involved in the policies

Role	Name(s)
Head of centre	Mr Craig Jansen
Exams officer line manager (Senior Leader)	Mr Chris Teanby
Exams officer	Mrs Rebecca Hornett
SENCo	Mrs Hazel Dawson
SLT member(s)	Mr Tom Duce, Mr D Nichols, Mrs S Swinburn, Mr D Lucas, Mr O Mackett and Mrs C Whitehouse
ASDAN Lead	Mr Tom Duce

ASDAN Fair Assessment Policy

Statement of Assessment

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential.
- 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.

Equality

Marshland High School promotes equality of opportunity for and between diverse members of the school community, including, disabled pupils, staff, parents, women, men and different racial groups within the school.

In order to do this, the School establishes with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents. We ensure that we will:

- a. Eliminate discrimination and harassment on the grounds of
 - sex, • race, • disability, • religion or belief • sexual orientation • gender reassignment, • pregnancy or maternity
- b. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- d. Promote positive attitudes towards disabled people.
- e. Encourage participation of disabled pupils, parents, staff and carers.

The School's stance on equality is further outlined in the "Single Equality Scheme" document.

Assessment

Assessment will be carried out using objective methods. Assessors will use clear marking schemes and assessment criteria to determine the pupils' achievement. Assessors will use marking schemes and assessment criteria provided by ASDAN. The students' work will be further internally verified to double check that the assessors have assessed the pupil's work fairly and accurately.

Access

Students and parents are made aware of the existence of this policy and have open access to it. It can be found on the school network drive and paper copies will be given upon request.

All assessors are made aware of the contents and purpose of this policy.

This policy is reviewed annually and may be revised in response to feedback from students, assessors 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 teachers involved will be trained to deliver the qualification to a high standard.
- Internal assessments will be carried out fairly and according to awarding body instructions.

Students can also expect:

- To be fully inducted when beginning ASDAN qualification 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.

Cheating and Plagiarism

A fair assessment of student's work can only be made if that work is entirely the student's own, unless otherwise stated to the guidance from the awarding body. Therefore, students work may be discredited if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They copy another student's answers to complete assigned work.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body in accordance with Marshland High School's Malpractice Policy.

If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Appeals Policy.

ASDAN 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 centre will:

- ensure that all assessment activities are valid, appropriate and fit for purpose
- 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

Marshland High School's Internal moderation and Internal Verification (I.V.) process

At the beginning of the Academic year, a meeting will be held for all ASDAN assessors to attend. The meeting will cover the expectations for the delivery of ASDAN qualifications during the academic year. Feedback from the previous year's submission will be shared and action points will be highlighted. Samples of outstanding practice will be shared so that new assessors can see what they need to work toward. Deadlines for internal verification will be set and "I.V. checklist" that will be used to verify work will be shared.

During the year, there are three instances of internal verification during which the I.V. will be carried out by the ASDAN Coordinator and staff who have completed external ASDAN training.

The first I.V. happens within the first six weeks of the school year. The purpose of this I.V. is to make sure that the assessors choose suitable units for their students

before they start to work towards the completion of the units. The chosen units are recorded.

The second I.V. happens half way through the school year. Assessors are expected to have completed at least one unit per student at this point. The units are scrutinised using the I.V. checklist. Feedback is given and amendments may need to be made. The purpose of this I.V. is to check that assessors are completing their chosen units and that they are of a sufficient standard. It also helps to identify assessors who may need extra support.

The third I.V. happens in advance of our submission for external moderation. The purpose is to ensure that all units are complete and of a sufficient standard to be submitted. The units are again scrutinised using the I.V. checklist.

A summary of each I.V. will be written and shared to highlight strength and areas for improvement.

All records will be kept on the schools' shared drive.

Training

Staff will initially receive cascade training from more experienced staff and the Coordinator. The school will send an assessor for external training each year.

ASDAN Appeals Policy

Introduction

This policy addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found on the school's shared drive and paper copies are available from the ASDAN Coordinator. All assessors are made aware of these policies and how to access them in order for students to be supported.

This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

Policy Statement

All students at Marshland 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 following procedure.

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. 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.
4. The student will be informed of the outcome of the re-marking by letter.
5. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. Please note: a student must have the support of the centre to be able to appeal against a result.

Appeals Procedure

If a student or their parent/ carer would like to appeal against an assessment decision a meeting will be hosted at the school with all parties concerned and evidence of work and moderation decision will be made clear.

ASDAN Malpractice Policy

Staff Malpractice

Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the delivering of ASDAN qualifications.

Examples of 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

Example of Maladministration

Maladministration is any unintentional activity or practice that leads to non-compliance with ASDAN requirements. ... In suspected cases involving an ASDAN External Quality Assurer or other member of staff, ASDAN will conduct an investigation appropriate to the nature of the allegation.

Staff Malpractice Procedure

Investigations into allegations will be coordinated by a member of the Senior Leadership Team who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing 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 against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven

- 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 and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC

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, Lime Academy Hornbeam's may impose the following sanctions:

- 1) **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
- 2) **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- 3) **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff
- 4) **Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time¹⁰
- 5) **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post

Appeals

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

Candidate Malpractice Policy

Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the participation of ASDAN qualifications.

Examples of 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 of 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
- The alteration of any results document

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.

Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line the Appeals Policy.

ASDAN Withdrawal Policy Statement

Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn by Marshland High School, including:

- lack of demand for the qualification
- qualification no longer meets the needs of the student population
- qualification subject matter is no longer relevant
- units and qualifications are owned by other awarding organisations who have decided to withdraw
- lack of funding

Marshland High School qualification withdrawal process

Stage 1 – Decision to withdraw

All current Marshland High School qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires. They will consider entry data, attainment levels, qualification relevance and regulatory changes. In the event that a decision is made to withdraw a qualification a report outlining the rationale will be developed and signed off by the Head of School.

Stage 2 – Managing the Withdrawal

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work at an alternative centre.

The plan will:

- specify how the interests of learners in relation to the qualification will be protected.
- detail how the withdrawal will be communicated to the awarding organisation, regulatory authorities, centres and learners providing details of all deadlines including the last date for accepting entries and the last date for certification.

Procedure for Quality Assurance Review of the Qualification (review and feedback, monitoring learner progress)

The planning of ASDAN Qualifications is the responsibility of the class teacher. Each group of students has different needs and abilities that staff aim to harness by the

careful choosing of units. Discussions regarding the day to day running of all ASDAN courses at Marshland High School are discussed every fortnight during the Alternative Curriculum Department meeting. Staff and student surveys will be used to review the ASDAN courses being delivered.