

Sandhurst School

ASDAN

Statements, Policies and Procedures

Policy Title	ASDAN policy		
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Organisation Chart

The Alternative Curriculum aims to enable students the opportunity to develop skills and experiences that might not be available or achievable within a mainstream education. The curriculum allows the scope and flexibility to take on students throughout the academic year who are at risk of being disappplied.

The Alternative Curriculum offers students the chance to become more independent and have a positive experience in both KS3 and KS4. This will then allow students to enjoy their own learning beyond the classroom following a Vocational and Enrichment programme. This alternative pathway provides all students a chance to thrive, prosper and succeed at their own pace. All students will undertake a range of qualifications at the appropriate level to ensure post-school progression into a positive destination. To further develop the knowledge, skills and qualities to support them to take a meaningful and worthwhile place in society. Develop the skills for life, learning and work and experience challenge and success.

Staff Recruitment / Induction / Development Policy / Statement / Staff CVs

Staff at Sandhurst School responsible for leading ASDAN qualifications will have had the appropriate training, will engage with regional meetings, and will keep their training up to date. Other staff teaching on the courses will receive cascade training from the ASDAN Coordinator.

Procedure for 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.

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
 - 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 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
- Due to the small numbers of students at Running Deer, we will partner with Brook Green Centre for Learning, Plymouth, for internal moderation. They have been running ASDAN courses for a number of years and already have robust systems in place. We will replicate this robustness at Running Deer, with Brook Green also acting as critical friends.

Internal Moderation Process for CoPE

Term 2

- First round of formative internal moderation to be conducted with colleagues from Sandhurst School Alternative Curriculum Department. All student work will be moderated if numbers < 5. One copy of feedback sheet to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes. Meeting held to discuss issues arising from first round of internal moderation.
Minutes taken.

Term 3

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in the centre portfolio. Any action noted by IM on the first round to be checked and signed off. Meeting held to discuss issues arising.

Term 4

- Co-ordinator to establish candidates and units to be put forward for external moderation (as required) Summative internal moderation to be conducted
- Arrangements to be made for External Moderation

Term 5

- External moderation takes place. Meeting to be arranged to discuss feedback from External Moderation and plan put in place to address any issues arising

Internal Moderation for other ASDAN courses to take place throughout the year depending on courses being offered to students in different year groups. On-going monitoring of courses discussed within the fortnightly Department meeting.

Statement on Access to Fair Assessment

Statement of Assessment We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct 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 have open access to it. It can be found in the Centre's ASDAN Portfolio. All tutors 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, tutors 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.
- Externally marked tests and exams will be according to the requirements of the awarding body.

Students can also expect:

- To be fully inducted onto a new 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 the quality of the work.
- 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 guilty of 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 a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the

Procedure for dealing with Complaints - School Policy

Procedure for dealing with Candidate Enquiries, Requests for Review of Marks (EPQ) and Appeals against Assessment Decisions

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 online via the Sandhurst School Website. All staff are made aware of this policy and how to access it in order that students can 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 Sandhurst 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 within 10 working days of receiving the disputed decision.

- If possible, speak to the member of staff responsible for teaching the qualification in the first instance about 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.
- 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 by letter within 2 weeks of their original appeal.

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 for the relevant awarding body and explain what is involved

The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.

Please note: a student must have the support of the centre to be able to appeal against a result.

Procedure for dealing with Malpractice / Maladministration

Candidate Malpractice

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 assessment of internally marked qualifications and also regarding examinations marked externally.

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.

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 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.

Staff Malpractice Policy

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 assessment of internally marked qualifications.

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

Staff Malpractice Procedure

Investigations into allegations will be coordinated by Debbie Smith (Head Teacher), 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
 - 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, Sandhurst School may impose the following sanctions:

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

Suspension

Bar the member of staff in all involvement in the administration of assessments for a set period of time 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 schools Appeals Policy.

Health and Safety Policy / Statement - School Policy

Equality and Diversity Policy / Statement - School Policy

Conflict of Interest Policy and procedure - School Policy

Statement on Candidate Support (could include): -

- initial assessment and induction: Students at Sandhurst School choose their options during Yr9. Two pathways are offered with students choosing four options subjects. Students are offered advice within the option process with a small number of students following the Alternative Curriculum pathway to include ASDAN Certificate of Personal Effectiveness. The majority of these students will have been following an Alternative Curriculum pathway during KS3.
 - advice and guidance procedures: Students at Sandhurst School are provided advice and guidance within the options process in choosing courses and are then monitored throughout KS4, with help provided in order to complete the courses chosen. Discussions take place between RAP team, Head Of House and Alternative Curriculum Department
 - obtaining a Unique Learner Number (ULN): All students attending Sandhurst School receive a ULN number which is held on SIMS
 - credit transfer, exemption and Recognition of Prior Learning: Students following the Alternative Curriculum at Sandhurst school at KS3 may transfer credits obtained from previous ASDAN short courses provided in accordance with ASDAN guidelines and regulations.
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Withdrawal Policy /Statement

Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn by Sandhurst 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

Sandhurst School School qualification withdrawal process

Stage 1 – Decision to withdraw

All current Sandhurst School 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 Sandhurst 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.

Data Protection Policy / Statement and Privacy Notice - School Policy

Policy / Statement on working with Satellites & 3rd Party Partnership Arrangements (where applicable) - Not applicable

Assessment Planning: Procedure for delivery of required GLH and recording of assessment and related assessment plans

All ASDAN qualifications follow the set Guided Learning hours as stated in the specifications. At Sandhurst School we offer a number of different ASDAN qualifications within both KS3 and KS4. All qualifications and students accepted onto the course are discussed by the Alternative Curriculum staff and Deputy Head to ensure consistency and suitability.

Assessment plans are in the process of being written for the CoPE qualification. This is an ongoing process