



# ASDAN Policy Handbook

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**Centre Number 39172**

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**Contents:**

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ASDAN Fair Assessment Policy.....3  
ASDAN Internal Moderation Policy.....5  
ASDAN Appeals Policy.....7  
ASDAN Staff Malpractice and Maladministration Policy.....8  
ASDAN Candidate Malpractice Policy.....10  
ASDAN Conflict of interest policy .....11  
ASDAN Withdrawal Policy Statement.....12  
ASDAN Qualifications Review Statement.....13  
ASDAN Candidate Registration Statement .....14

# ASDAN Fair Assessment Policy

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## Statement of Assessment

- We aim to provide qualifications which will provide all students with the opportunity to achieve their full potential
- Our Assessment Policy is based upon the concepts of equality, diversity, clarity, and openness
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory

## Equality

The Avenue School promotes equality of opportunity for and between diverse members of the school community.

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

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

Our mission is for every child and young person to be successful in their future lives. For this to happen we must champion the unique potential of every pupil. We know that an excellent education underpinned with opportunities to love, learn and laugh is transformative, and we are committed to this motto.

[We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.](#)

Further information regarding the school's commitment to equality can be found in the Equality Policy.

## Assessment

Assessment will be carried out using objective methods. Assessors will use clear marking schemes and assessment criteria to determine the students' 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 students' 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 or 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 in a form that can be understood and shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the onset of the course and when assignments are set.

## **Cheating and Plagiarism**

A fair assessment of students' work can only be made if that work is entirely the students own, unless otherwise stated in 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 The Avenue School's Malpractice Policy

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

# ASDAN Internal Moderation Policy

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## Aim

- 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 and decisions

## The Avenue School 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 when 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

## The Avenue School's internal moderation 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 so that new assessors can see what they need to work toward. Deadlines for internal moderation will be set and the ASDAN internal moderation templates will be shared

Term	Internal Moderation Activities
Autumn 1	<ul style="list-style-type: none"><li>• Establish numbers of students that will be accessing ASDAN courses</li><li>• Identify course that candidates will work on</li><li>• Buy sufficient Registrations for all candidates identified</li><li>• Book Moderations with ASDAN by end of October</li><li>• Ensure that all internal moderators have met and received training on internal moderation procedures</li></ul>
Autumn 2	<ul style="list-style-type: none"><li>• First round of formative internal moderation</li><li>• Copies of feedback sheets stored on ASDAN shared drive for centre portfolio</li><li>• Meeting to include discussion of issues arising from first round of internal moderation</li><li>• Minutes taken at meeting stored on ASDAN shared drive for centre portfolio</li></ul>
Spring 1	<ul style="list-style-type: none"><li>• Second round of formative internal moderation</li><li>• Copies of feedback sheets stored on ASDAN shared drive for centre portfolio</li><li>• Actions noted from previous meeting minutes to be signed off by ASDAN lead</li><li>• Meeting held to discuss issues arising from second round of internal moderation</li><li>• Minutes taken at meeting stored on ASDAN shared drive for centre portfolio</li></ul>
Spring 2	<ul style="list-style-type: none"><li>• Third round of formative internal moderation</li><li>• Copies of feedback sheets stored on ASDAN shared drive for centre portfolio</li><li>• Actions noted from previous meeting minutes to be signed off by ASDAN lead</li><li>• Meeting held to discuss issues arising from second round of internal moderation</li><li>• Minutes taken at meeting stored on ASDAN shared drive for centre portfolio</li><li>• Ensure that portfolios are ready for summative internal moderation</li></ul>
Summer 1	<ul style="list-style-type: none"><li>• Establish candidates and units to be put forward for external moderation</li><li>• Summative internal moderation to be carried out and issues reported back to relevant tutors</li><li>• Actions addressed and portfolios checked</li><li>• Arrangements for external moderation made</li></ul>

Summer 2	<ul style="list-style-type: none"><li>• External moderation takes place</li><li>• Meeting arranged with assessors/tutors and ASDAN lead from external moderation and action plan put in place to address any issues</li><li>• Minutes taken at meeting stored on ASDAN shared drive for centre portfolio</li></ul>
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## Training

All teachers and internal moderators will attend the Personal Progress webinar training before beginning to deliver the course. Identified teachers and internal moderators will regularly attend qualification support meetings offered by ASDAN and cascade new knowledge and updates from the meeting during internal moderation meetings. Staff will attend additional training as required to maintain centre approval.

## Proformas for Internal Moderation

All internal moderation activities will be recorded on the proformas available on the ASDAN website (<https://www.asdan.org.uk/personal-progress/#Products> ). Copies of moderation documentation will be held on record and submitted to ASDAN as required.

These will include the use of:

- [Internal moderation checklist](#)
- [Internal moderation sampling plan](#)
- [Internal standardisation meeting template](#)
- [Internal standardisation feedback record](#)
- [Internal moderation report template](#)
- [Internal quality assurance guidance](#)

Click on document name to access the document

Copies of these forms can also be found in the ASDAN Google Drive

# ASDAN Appeals Policy

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## Introduction

This policy addresses the situation where students may wish to appeal against a grade he/ she/ they have 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 the Avenue School have the right to make an appeal about any of the marks received for the qualifications they are undertaking.

## Appeals Procedure

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/ they received the grade/ mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-moderated against the standards for the qualification also involved with that qualification.
4. The student will be informed of the outcome of the internal re-moderation
5. If the student is not satisfied with the outcome of the internal re-moderation they may appeal to the awarding body to review the evidence by contacting the headteacher who will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.

# ASDAN Staff Malpractice and Maladministration Policy

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## Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice and maladministration 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
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/ or internal moderation records or authentication statements

## 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 10 working days (excluding school holidays). 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.

### The member of staff will be:

- Informed in writing of the allegation made against him/ her/ them.
- 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 allegation.
- 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/ them.
- Informed of the possibility that information regarding 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, which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

The awarding body will be informed of the existence of, and outcomes of all investigations into staff malpractice in a timely manner

## Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, The Avenue School 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 time.
5. **Dismissal:** Should the degree of malpractice be deemed gross misconduct; the member of staff could face dismissal from his/ her/ their post.

## Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the Rise Partnership Trust's Appeals Policy.

## Examples of 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:

- Incorrect registering of units
- Incorrect candidate names

## Staff Maladministration Procedure

To mitigate against errors in administration, or maladministration, the entry record will be created by the Assistant Head with responsibility for KS4 and checked by the Head teacher before and after entry of candidates to any specified award.

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

# ASDAN Candidate Malpractice Policy

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## 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 candidates 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 instruction of an assessor – this may refer to the use of resources which the candidate has been told not to use.
- The alteration of any results document.

If a teacher suspects a candidate of malpractice, the candidate will be informed and 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/ they 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 with the Appeals Policy.

# ASDAN Conflict of Interest Policy

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It is the duty of every member of staff to accurately and promptly disclose:

- a change in status of an existing actual, perceived, or potential conflict of interest and/or commitment
- a new actual, perceived, or potential conflict of interest and/or commitment.

Apparent or perceived conflicts of interest can be as damaging as actual conflicts of interest. Staff should consult their line manager if they are uncertain about whether a situation or activity presents a conflict of interest. The line manager shall evaluate the activity or situation and advise on the most appropriate course of action.

The general rule is that disclosure should be made at the time the conflict first arises, or it is recognised that a conflict might be perceived, in writing to the line manager. If the line manager has an interest in the matter to be discussed, the disclosure shall be made to the person at the next higher level of authority. In most cases this will be to the Head Teacher.

The school will request disclosure of any conflicts of interest from all staff involved in the organisation, delivery and administration of ASDAN qualifications at the start of each academic year. All responses, including non-responses, will be recorded and held on file.

All responses, including non-responses will be shared with ASDAN using the [ASDAN Conflict of Interest form](#) to ensure fair assessment of all candidates is possible.

Disclosure in all cases shall include the type of potential conflict, the nature of the activity, a description of all parties involved and any other information which the employee feels necessary to evaluate the disclosure.

Many situations will require nothing more than a declaration and a brief written record of that declaration, which must be held in the School's records.

Some instances will however need to be dealt with by agreeing how the conflict can be actively managed to eliminate the conflict, safeguard against prejudice toward ASDAN activities and provide continuing oversight. The approach adopted should be documented in a management plan and copies provided to the relevant parties. A copy of the final plan must be held in the School's records. One or more of the following strategies may be appropriate to manage the conflict of interest:

- not taking part in discussions of certain matters;
- not taking part in decisions in relation to certain matters;
- referring to others certain matters for decision;
- resolving not to act as a particular person's supervisor;
- publishing a notice of interest;
- standing aside from any involvement in a particular project;

It is the responsibility of those affected to comply with the approach that has been agreed. Failure to follow the procedure set out in this policy or failure to comply with any stipulated management plan for managing the disclosed conflict will be considered a serious matter and may lead to disciplinary action being taken against the individual.

# ASDAN Withdrawal Policy Statement

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## Reasons for withdrawing a qualification

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

## The Avenue School qualification withdrawal process

### Stage 1 – Decision to withdraw

All current Avenue 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 Headteacher.

### 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.

# Qualifications Review Statement

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## The Avenue School Qualification Review Process

A review of the Avenue School's qualification offer will be conducted in the Summer Term each year to ensure the qualification continues to meet the needs of pupils at the school. The review will include some or all of the following as appropriate:

- consideration of feedback from centre approval visits
- feedback from EQA visits
- feedback from internal moderation meetings
- feedback from a staff questionnaire
- feedback from a pupil questionnaire where appropriate
- consideration of the needs of the pupils in the current cohorts and the cohort beginning the course in September
- a review of assessment plans to ensure they remain fit for purpose

The Quality of education provided within classes working towards qualifications will be monitored in line with school processes including:

- regular learning walks and lesson observations
- input planning meetings and pupil progress meetings
- internal moderation activities
- ongoing monitoring of pupil progress using the schools PIP and assessment procedures as appropriate
- School improvement activities

# Candidate Registration Statement

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## The Avenue Candidate Registration Procedure

- At the beginning of each programme of study leading to an ASDAN qualification, the AHT with responsibility for KS4 will complete the registration process with ASDAN. As part of this process, a moderation date will be booked based on discussion with the relevant assessors for the end of the first term
- Pupil numbers will be registered and qualification units bought before the 31st October
- Paper and electronic records will be kept securely
- During Internal moderation meetings it will be agreed which pupils who have been internally moderated are considered to have successfully met the qualification criteria, making them eligible to be entered for external moderation. This will take place 4-6 weeks before the external moderation date.
- The AHT with responsibility for KS4 will then register the names and details of the candidates with ASDAN.
- On receipt of the entries from ASDAN, the AHT with responsibility for KS4 will liaise with the Head teacher to confirm all entries are correct.
- The AHT with responsibility for KS4 will notify ASDAN of any errors immediately.
- The AHT with responsibility for KS4 will share moderation sample details with the class teacher/assessor at least 2 weeks before the external moderation date.
- For postal external moderation the AHT with responsibility for KS4 will send the sampled portfolios to the External Moderator by a secure method 4 days before the moderation date.
- For external moderation visits, the AHT with responsibility for KS4 and class teacher will ensure all portfolios are available, along with the quality documentation, for review by the External Moderator.
- Liaison between the class teacher/assessor, AHT with responsibility for KS4 and the Headteacher at each stage will ensure that the accuracy of learner registrations is checked.