



Peterhouse School

ASDAN Policies

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RELATED / RELEVANT POLICIES AND KEY DOCUMENTS

This document should be read in conjunction with:

Peterhouse Equal Opportunity & Diversity Policy

Autism Initiatives Health & Safety Policy & Procedures

Autism Initiatives Data Protection Policy

SUMMARY / SCOPE

This document covers all policies relating to how Peterhouse delivers ASDAN programmes and qualifications to young people at the school and college.

CONTENTS

- Pupil Outcomes
- Access to Fair Assessment Policy
- Communication Statement
- Internal Moderation Policy & Procedures
- Appeals Policy
- Ceasing Delivery of a Qualification Policy & Procedure
- Malpractice Policy
- Monitoring and Review
- Conflict of Interest
- Certification
- Appendix: Satellite and Partnership Arrangements Form

1 PUPIL OUTCOMES

ASDAN provides programmes and qualifications for learners with special educational needs and disabilities (SEND). ASDAN courses have been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares learners for adult life.

ASDAN programmes and qualifications support pupils with

- developing self-confidence, self-awareness and understanding of how to be a successful learner
- gaining employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training
- understanding how to keep themselves safe from risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that learners are well prepared to respect others and contribute to wider society

(Source: www.asdan.org.uk)

2 ACCESS TO 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 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 each classroom that accredited learning is part of the curriculum.

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 Peterhouse School

- 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 will be made aware of appeals procedures that exist for them to follow should they think access has not been fair

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.
- 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 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 Complaints Policy.

3 COMMUNICATION STATEMENT

ASDAN Feedback and Actions

Following external moderation, all feedback and actions are shared with the team through staff meeting and completion of 'ASDAN Feedback and Action' document. Action log completed to identify next steps and those named with responsibility are made aware. This document is shared with SLT and stored on the internal server.

4 INTERNAL MODERATION POLICY & PROCEDURES

The purpose of this policy is to ensure fairness and consistency within the assessment of work programmes in line with the requirements of the Awarding Organisations involved.

Accreditation is the process by which pupils work and achievements can be recognised through nationally accepted work programmes. Their work is assessed through the external moderation of or portfolios previously marked in school. All accredited courses require work, learning or achievements to be externally verified.

The courses on offer are in line with requirements of the Department for Education. The processes for external moderation must be in-line with the requirements of the particular awarding body from which the course has been selected. The decisions of internal assessors and / or moderators are quality assured on an external basis by the staff of an awarding body.

Internal Moderation is the process by which the judgements of a teacher / assessor are quality assured by an experienced and / or senior colleague. Before work is submitted for external moderation by an independent assessor from an awarding body, an internal moderation takes place to ensure that the decisions are correct, work is of high quality and meets the requirements for which it is being entered. Internal Moderation screens out any pieces of work that may not be up to standard and, therefore, the pupils will be less likely to fail in their course due to the misunderstanding or errors of any staff assessors.

The arrangements for planning and carrying out Internal Moderation

This is the nominated person who will screen and moderate the assessor's decisions concerning each course. The Internal Moderation is supervised by a member of the Senior Leadership Team - Calvin Wallace – who has overall responsibility for whole process of Internal Moderation.

The exams officer is the main point of contact for registering students, associated admin and for the Internal Moderation of individual courses. Other teaching staff may also be responsible for Internal Moderation as appropriate. Each moderator will be responsible for checking that the requirements of each course are fulfilled.

The exams officer is also responsible for overseeing the support and training of relevant staff. This is carried out with small group sessions using some examples of previously moderated work and the feedback from external moderation each year to inform best practise.

The exam officer is also responsible for maintaining current data on standardisation and internal moderation in recent years.

In addition the exams officer will:

- Liaise with External Moderators
- Ensure that projects/tasks/assessment activities enable candidates to produce evidence that will meet the required standards (at proposed level) e.g. fit for purpose
- Check on the quality of delivery of provision
- Support and advise staff on delivery of provision
- Support and advise staff on assessment
- Check assessment at interim points in the delivery of a qualification
- Comment on the quality of assessment and feedback
- Check assessment standards when portfolios are completed
- Monitor implementation of any action or advice following external moderation
- Disseminate good practice

The internal moderator will also prepare course work for posting to External Moderator (EM) and / or directly liaise with EMs or Inspectors on a centre visit.

Teacher / Tutor / Assessor

This is the staff member who will be teaching lessons or sessions, delivering the course and assessing students work. They will attend any and all relevant CPD courses concerned with the delivery of their course. They may be required to attend external moderation visits.

Selecting the Accredited Courses

It is the responsibility of the appropriate teacher/tutor (in conjunction with senior management) to decide upon the specific accredited courses selected from the range of possible options offered by the awarding bodies.

Sampling Quality Assurance Decisions

The Internal Moderator will feed back to assessors concerning the quality, validity and accuracy of the work that has been seen. It is considered best practice for the

Internal Moderator to countersign the batch of work before it is sent for external moderation.

Internal Moderation Principles

1. It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
2. Internal moderation should be on-going throughout the course, with feedback being given to the assessors. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
4. It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.
5. All assessment evidence, which has been internally moderated, must be kept onsite 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 body.

Timeline of Internal Moderation

Autumn Term

- IM to approve Medium Term Plans and topic webs.
- Establish numbers of student cohort.
- Establish levels that these candidates will work on.
- IM to approve proposed SoW / assessments.

Spring Term

- IM to approve Medium Term Plans and topic webs.
- Meeting held to discuss issues and plan for external moderation.
- IM to collect Evaluated Plans.
- Register candidates

Summer Term

- Co-ordinator to establish candidates and units to be put forward for external moderation.
- Summative internal moderation to be conducted.
- Arrangements to be made for External Moderation.
- External Moderation takes place.
- Meeting to be arranged to discuss feedback from External Moderation.
- IM to collect Evaluated Plans.

5 APPEALS POLICY

Introduction

This policy addresses the situation where students may wish to appeal against a decision by an assessor.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found on request from the office manager along with the appeals policies. All tutors are made aware of these policies and how to access them 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 Peterhouse 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:

1. The student (or their representative) should speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. Ask that staff 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 for the relevant awarding body and explain what is involved. The Head of School (14 – 19) will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.
6. A student must have the support of the centre to be able to appeal against a result.

6 CEASING DELIVERY OF A QUALIFICATION POLICY AND PROCEDURE

In the event of Peterhouse School ceasing delivery of a qualification (whether voluntary or not), the following process will take place:

Written process or procedure will be followed in the event of withdrawing delivery of a qualification.

Students and parents will be made aware of the withdrawal of delivery of the qualification, the reasons for it and the procedure which will be followed.

Peterhouse School will discuss with the Awarding Organisation whether an alternative qualification can be met with already completed coursework.

If not, Peterhouse School will look to another centre delivering the qualification to enter students in their cohort or to another Awarding Organisation for a relevant qualification which could be used.

There would be communication with learners/staff demonstrating support needed where qualification has been withdrawn/changed.

The needs of learners at Peterhouse School would continue to be shared with staff and relevant access arrangements applied.

Qualifications Withdrawal By Peterhouse School

Should Peterhouse School decide to withdraw any qualification from their listed suite of courses, Peterhouse will ensure that all learners currently registered on such qualifications will be supported to the end of the qualification before its withdrawal.

Peterhouse School will endeavour not to withdraw any qualification while learners are active and on programme. In the event that this is not possible we will support the learner(s) to access a course of the same or similar status. Any units achieved by the learner(s) will be claimed, information advice and guidance will be provided to support the learner to make an informed decision regarding available options.

Peterhouse School reserves the right to withdraw any qualification they offer at an appropriate time with the least disruption to the programme of learning.

Procedure

(a) The decision to withdraw a qualification will be made by the Exams Officer. This decision will be made after consultation with the Head of School and relevant staff.

(b) Peterhouse School will take all reasonable steps to protect the interests of learners in relation to a qualification it withdraws. Existing learners will be able to complete a qualification for which they have registered or will be given a reasonable amount of notice to complete the qualification. Transition arrangements, along with a list of alternative education providers will be published and provided to learners, centres and employers, of a qualification that is to be withdrawn.

(c) Peterhouse School will give reasonable notice to relevant Awarding Organisation for its intention to withdraw a qualification and will inform them of its intention prior to providing the information to learners, centres and employers. Formal written documentation will be used to inform both the relevant Awarding Organisation and learners regarding the decision to withdraw the named course.

(d) Peterhouse School will ensure that procedures followed are in line with the relevant Awarding Organisation.

Withdrawal of qualifications by an Awarding Organisation

In the event that an Awarding Organisation withdraws a qualification from Peterhouse School they will:

- Provide effective guidance to Peterhouse School
- Make available to Peterhouse School any information which, for the purposes of that delivery, Peterhouse may reasonably require to be provided by the Awarding Organisation.

(e) Peterhouse School will follow the same procedure outlined above in order to protect the interests of its learners.

7 MALPRACTICE POLICY

Staff Malpractice Policy

Peterhouse School takes very seriously any malpractice by students or staff in regard to assessments and qualifications.

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 and also regarding examinations invigilated by staff at the school and marked externally.

Staff make students aware of their responsibilities regarding malpractice and ensure that any assessment is carried out in accordance with examining body policies as appropriate.

What is Malpractice?

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by 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

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 a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking.

Staff Malpractice Procedure

Investigations into allegations will be coordinated by Calvin Wallace, 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 appropriate awarding body will be contacted with regard to the alleged malpractice in line with their reporting procedures.

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 is, 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, Peterhouse 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 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 organisation's 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 assessment of internally marked qualifications and also regarding examinations marked externally.

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 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 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.

The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate

If a teacher suspects a candidate of malpractice during an examination, 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 is found guilty of malpractice, the Awarding Body will be

informed and the candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

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.

8 MONITORING AND REVIEW

Peterhouse carries out a review of all qualifications pupils enrolled on and qualifications that were achieved at the end of each academic year. This information is included in an Annual Report on Pupil Progress to the Governance Committee.

The Policy Documents contained in this document are reviewed annually as per the school's policy review cycle, or earlier if significant changes become necessary.

9 CONFLICT OF INTEREST

What is a potential 'Conflict of Interest'?

A Person who has a personal interest in the result of the assessment (eg where student is family or friend of assessor).

Yearly declaration will be complete by all staff involved in the delivery of any ASDAN qualifications

Peterhouse staff will report such conflicts of interest in order that the school can make arrangements for the relevant part of the assessment to be subject to scrutiny by another person.

Where there is a perceived conflict of interest, the following procedure will apply in order to avoid Adverse Effects

Peterhouse will report perceived conflict of interest, at the earliest opportunity, to ASDAN Head of Quality Assurance

Identified conflict of interest will be investigated by Calvin Wallace, Head of Centre.

Next steps will vary according to the nature of the perceived conflict.

3. The individual(s) involved in the conflict will be contacted to provide further details, along with any independent "witnesses", and an assessment is made of the situation, in particular any actions that need to be taken to mitigate the Adverse Effects that might occur

4. A full record of the investigation and decisions will be made and kept, and a report provided to the centre.

5. Where Adverse Effects are thought to have occurred ASDAN will be informed at the earliest opportunity.

ASDAN CONFLICT OF INTEREST FORM

Moderation and Conflict of interest within ASDAN procedures

Conflict of Interest is defined by Ofqual (General Conditions of Recognition, June 2016). In particular in

relation to assessment and internal moderation it is important that, as part of the Centre Approval

Process:

- all centres declare their awareness of the potential for conflict of interest, and take reasonable steps to ensure that the assessment of a learner is not undertaken by any person who has a personal interest in the result of the assessment (eg where student is family or friend of assessor)
- all centres are required to report such conflicts of interest in order that ASDAN can make arrangements for the relevant part of the assessment to be subject to scrutiny by another person.

Staff signatures

Name	Signatures	Date

10 REGISTRATION AND CERTIFICATION

AIM

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

IN ORDER TO DO THIS, THE SCHOOL WILL:

- Register each learner within the awarding body requirements, dual controls in place – Exams Officer and Programme Leader.
- Provide a mechanism for programme teams to check the accuracy of the

- learner registrations.
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details.
- Ensure that certificate claims are timely and based solely on internally verified assessment records. Dual Controls.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification – including tracking documents, assessment records and internal verification records
- Students assessed work must be retained for a period of 12 months after certification.

Following successful moderation, learner details and credits are confirmed, and certificates are then requested, checked and issued by the Exams Officer.

11 APPENDIX: SATELLITE / PARTNERSHIP ARRANGEMENTS FORM

Please provide details of any satellite, partnership, consortium, sub-contracting or franchise arrangements linked to the qualification(s) approval is requested for, outlining the roles and responsibilities of each organisation.

Name of satellite centre/partner/subcontract or	Address of Satellite/partner/subcontractor	Role and Responsibility
We complete all tuition and moderation in-house.		

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Insert additional rows if required

Please confirm that there are in place agreements with third parties and sub-contractors to ensure that all policies and requirements referred to in the centre agreement are enforceable.

not needed

Describe the systems in place for monitoring the activities of partnership organisations and satellite centres in keeping with ASDAN's requirements, if applicable?

not needed

How do you ensure that the each of the satellite centres/partners/subcontractors is kept up to date with the requirements of ASDAN and the Regulators?

not needed

REVISION STATUS

This Review Date	Details of Changes	Sections Changed	Author	Date of next review
Feb 2018	General revision		Veronica Curtis	
May 2019	Addition of 'Ceasing Delivery of a Qualification Policy. Updated policy format.		Calvin Wallace	Sept 2019
Sept 2022	Consultation with Head of School	Section 5 Procedure	Kimberley Hudson	Sept 2023
April 2025	General revision		Kimberley Hudson	April 2026