



ASDAN POLICIES 2024-25

| | |
|---|--------------|
| Date of original policies: Accessibility Policy Access to Fair Assessment Policy Malpractice and Maladministration Policy Asdan Registration and Certification Policy Internal Moderation Policy Appeals Policy Arrangements for Withdrawal Policy Reasonable Adjustments and Special Consideration Policy Data Protection and Fair Processing Staff recruitment and training Policy Conflict of Interest Form | June 2024 |
| Original author | M Snook |
| Review date and SLT initial | June 2025 KW |
| Next review date | June 2025 |
| Date approved and signed in governing body meeting (if applicable) | N/A |

Hinckley and Bosworth Education Partnership (HBEP)

Introduction

Hinckley and Bosworth Education Partnership offer off-site provision for ten secondary schools in the area. We operate tuition at two centres, one in Hinckley and one in Glenfield and we have a mentoring and outreach hub in Earl Shilton.

We offer ASDAN PSD to Year 10 and 11 students as part of our core curriculum and we plan to offer COPE to Yr 9 students.

Satellite centres

Definition

A satellite centre is a site associated with any part of the delivery of a qualification offered by an ASDAN approved centre. A satellite centre is not always an assessment site although it will have an office and staff. An assessment site is a location where a learner is being assessed for their qualification eg the workplace – it may or may not be a satellite centre. It may be temporary, eg an outdoor activity centre or an event where work is being carried out.

Satellite centres are required to meet the same centre approval criteria as the ASDAN approved centre and we require that the satellite centre operates the same quality assurance processes and procedures.

Completion of the Satellite/Partnership Arrangements Form is a requirement, and will be completed on line and in advance of undertaking any assessment.

ACCESSIBILITY POLICY

HBEP recognises and values the contributions that parents, carers, stakeholders and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of our provision and to involve them wherever possible.

Ethos

At HBEP, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we know that all behaviour is communication. We believe every child needs a champion and we aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future

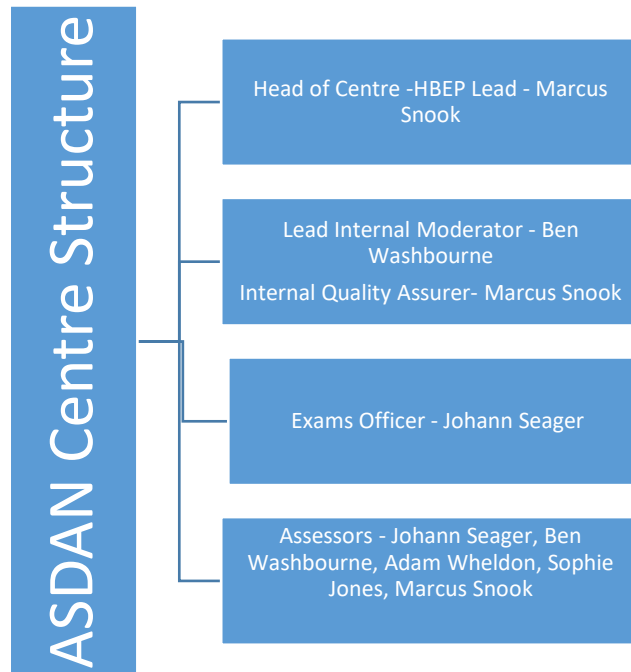
Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested. Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolised text. Adequate prior notice would be required through our Admin Support lgough@hbep.co.uk

Accessibility to premises

To continue to ensure that HBEP buildings and grounds are accessible to the extended HBEP community, pupils, staff, governors, parents.

Our ASDAN Centre Structure 2024-2025



ACCESS TO FAIR ASSESSMENT POLICY

Our Aim

To provide a variety of purposeful and relevant qualifications that provide our learners with opportunities to develop their functional life skills, reward their achievements and prepare them for their Post 16 routes.

We are committed to ensuring that our assessment processes ensure that all students can reach their individual potential and achieve through processes that are fair, thorough and non-discriminatory.

Students are made aware of the existence of this policy and have open access to it. All ASDAN teachers are made aware of the contents and purpose of this policy through line management meetings. This policy is reviewed annually and may be updated in response to feedback from students, tutors, internal moderators and external organisations.

What can students expect from us:

- All coursework 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 the awarding body's instructions.
- Externally marked units will also be carried out according to the awarding body's requirements.
- To be fully inducted onto a new course and given information that can be shared with parents through regular communication.
- Performance criteria and other significant elements of learning and assessment are to be made clear at the beginning of the course and when assignments are set.
- To be given ongoing feedback on the quality of the work and necessary next learning steps.

MALPRACTISE AND MALADMINISTRATION POLICY

It is our responsibility as an ASDAN centre to ensure that all teaching staff having a role in the delivery, assessment, moderation/verification and administration of ASDAN qualifications, and all candidates and their families undertaking ASDAN qualifications have access to this policy and understand their responsibilities in relation to it. This policy is accessible on www.hinckleyandboswortheeducationpartnership.co.uk

This policy covers ASDAN PSD and COPE qualifications and related procedures and activities to ensure robust measures are in place to prevent, investigate and deal with cases of maladministration and suspected malpractice.

Definition of malpractice and maladministration

Malpractice is any illegal or unethical activity or practice that deliberately breaches regulations, or might compromise quality assurance or control, or 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, or could otherwise compromise the reputation of ASDAN, the centre, or the wider qualifications community

Candidate malpractice could be plagiarism of any kind; collusion or copying of another candidate's work; assuming the identity of another person for the purposes of assessment; providing false information in relation to exemption from assessment.

Staff malpractice could be contravention of, or continued failure to meet centre approval, or any of ASDAN's administration or quality assurance requirements; providing improper assistance to candidates in the production of work for assessment; allowing evidence which is known by the staff member not to be the candidate's own to be included; or making claims for certification prior to the candidate completing all the requirements of the assessment.

Maladministration is any unintentional activity or practice that leads to non-compliance 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, centre staff, awarding organisation staff. Maladministration, if serious enough, may be treated as malpractice.

Guidance for preventing malpractice and maladministration

HBEP will;

- promptly report to ASDAN all suspected (alleged) and actual incidents of malpractice or maladministration
- inform the person suspected of malpractice that an investigation will take place and that they have a right to reply or appeal against any sanction imposed on them
- comply fully with ASDAN's requests for information in relation to the allegation
- co-operate with ASDAN during the investigation, including carrying out internal investigations in line with ASDAN's requests, using people who are not involved in the alleged maladministration or malpractice
- provide ASDAN with a report of the outcome of any such investigation
- implement agreed actions as a result of the investigation, and take appropriate measures to mitigate the effect and prevent any recurrence of the maladministration or suspected or actual malpractice

- notify ASDAN if any person involved in the malpractice or maladministration or in completing any actions as a result of the investigation leaves the centre
- respect the confidentiality of information handled
- retain records and documentation relating to the investigation for a period of time

We are aware that any failure to report malpractice or maladministration, suspected or actual, once candidates have been registered, may affect the issue of certificates, and a failure to co-operate might affect the future registration of candidates.

Guidance for preventing malpractice and maladministration

HBEP will;

- Provide clear information for staff: all staff involved must be aware of the assessment requirements, the relevant standards with guidance, administrative procedures and the terminology and definitions of malpractice and maladministration. They must be aware of the procedures to follow should they become aware of either centre staff or candidate malpractice or maladministration occurring.
- Identify the key roles of staff: Identify roles and responsibilities for the various aspects of the management, delivery and administration of assessments (assessors/teachers, internal moderators and exams officer).
- Only assist candidates where permitted: Assessors (Teachers) must be clear over how they may “assist candidates” in relation to assessments/portfolios. Candidates with access arrangements must not be assisted beyond what is permitted by the regulations.
- Deal with centre staff and candidate malpractice in the correct and appropriate manner: If centre staff or candidates are suspected of engaging in any of the behaviour/actions detailed above then this needs to be dealt with in the appropriate manner.
- Senior team must ensure that they are clear over what ASDAN expects when dealing with such instances. They must be aware of the processes related to dealing with malpractice and how to investigate and report instances accordingly.
- Provide clear information for candidates: Candidates should be clear over the consequences of collusion, copying or allowing their work to be copied.

Identifying cases of alleged or actual malpractice or maladministration

Suspected cases of malpractice or maladministration could be identified by centre staff, examiners, moderators and assessors, candidates, external agencies or individuals, whistleblowers or anonymous informants.

When ASDAN receives an allegation from someone other than the head of a centre (including anonymous reports), ASDAN will evaluate the allegation in the light of any other available information, to see if there is cause to investigate further.

Reporting suspected or actual malpractice or maladministration

HBEP will;

- Submit the full details of the case at the earliest opportunity to ASDAN, using the Notification of malpractice or maladministration form using the *Notification of malpractice or maladministration form*. Copies can be found on the ASDAN website, (www.asdan.org.uk) or obtained by contacting ASDAN's Compliance team by email (compliance@asdan.org.uk) or phone (0117 954 8316). Any additional evidence to support the allegation should be included with the form.

ASDAN REGISTRATION AND CERTIFICATION POLICY AND PROCEDURES

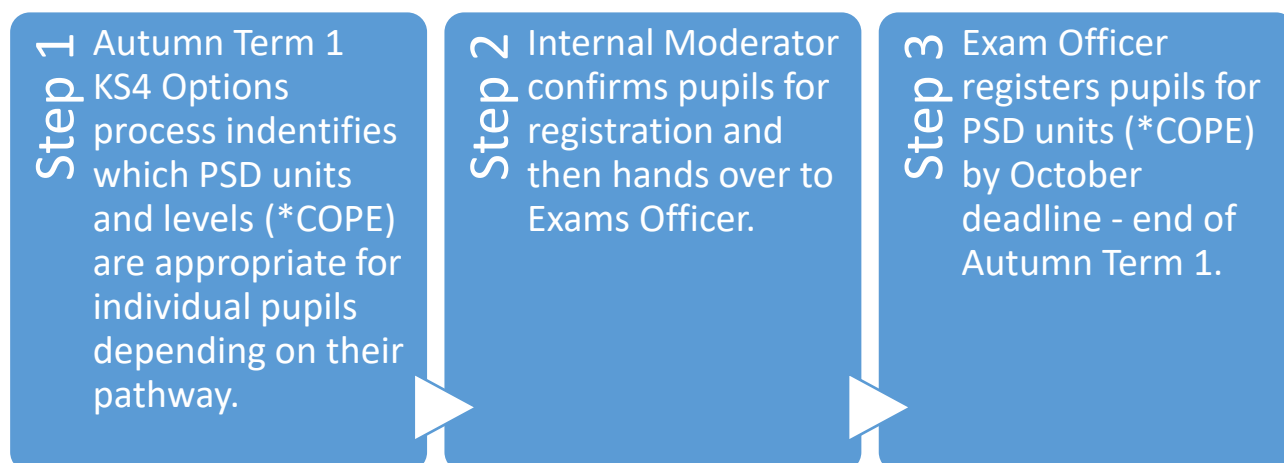
Aim

To ensure that individual students are registered on the correct programme within agreed timescales. To ensure valid student certificates are claimed within the timescales specified by the awarding body. To construct a secure, accurate and accessible audit trail to ensure that student's registration and certification claims can be tracked to the certificate, which is issued for each student.

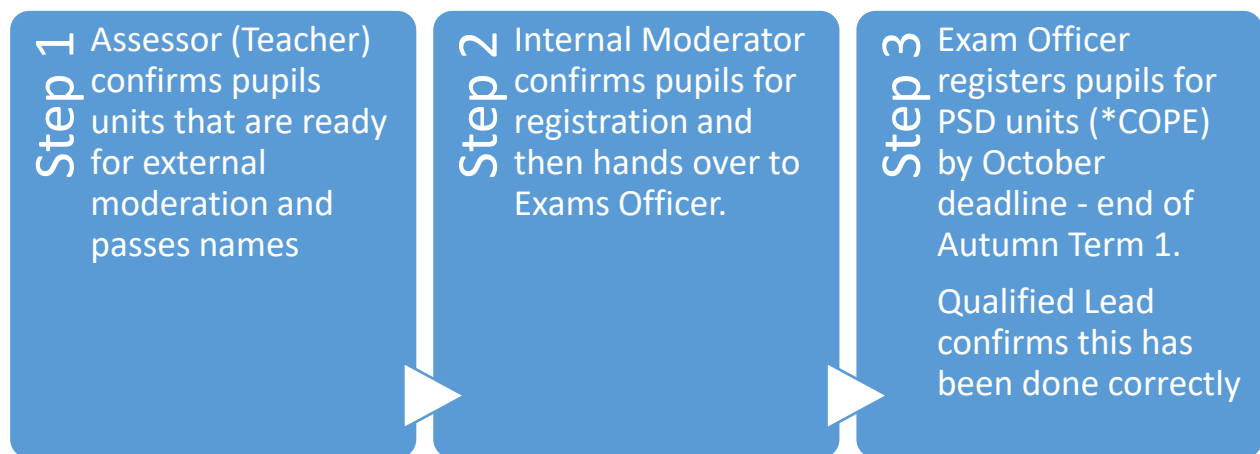
HBEP will;

1. Register each student within the awarding body requirements.
2. Provide a mechanism for programme teams to check the accuracy of the student registration.
3. Make each student aware of their registration status.
4. Inform the awarding body of withdrawals, transfers or changes to student's details.
5. Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students.
6. Ensure that certificate claims are timely and based solely on internally verified assessment records.
7. Audit certificate claims made to the awarding body.
8. Audit the certificates received from the awarding body to ensure accuracy and completeness.
9. Keep all records safely and securely for three years post certificate.

Registration Process for Entries



Registration Process for External Moderation



INTERNAL MODERATION POLICY

Guidance for Centres on 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 teachers/Assessors and that outcomes are fair to all learners. 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.

Aim

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

HBEP 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

General Internal Moderation Principles

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. 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.

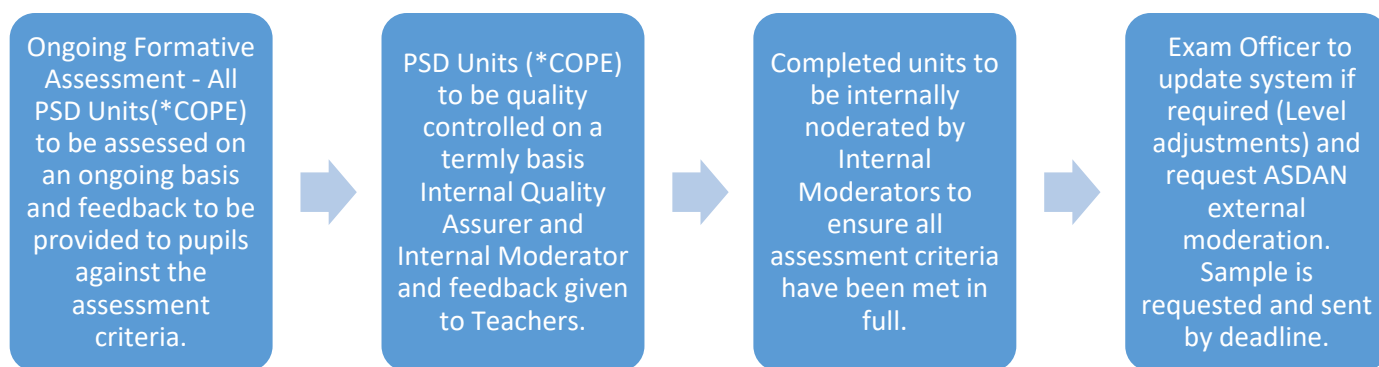
Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation.

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.

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.

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.

Moderation Process



| | |
|-----------------|--|
| Autumn 1 | <ul style="list-style-type: none"> • Establish numbers of students that will be accessing ASDAN courses • Identify course that candidates will work on • Buy sufficient Registrations for all candidates identified • Book Moderations with ASDAN by end of October • Ensure that all internal moderators have met if needed |
| Autumn 2 | <ul style="list-style-type: none"> • First round of formative internal moderation • Copies of feedback sheets given to staff involved in delivering ASDAN to be stored centrally in Centre Portfolio for audit purposes • Meeting held to discuss issues arising from first round of internal moderation • Minutes taken at meeting and copy given to HBEP Lead for Centre Portfolio |

| | |
|-----------------|---|
| Spring 1 | <ul style="list-style-type: none"> • Second round of formative internal moderation • Copies of feedback sheets given to HBEP Lead to be stored centrally in Centre Portfolio for audit purposes • Actions noted from previous meeting minutes to be signed off by HBEP Lead • Meeting held to discuss issues arising from second round of internal moderation • Minutes taken at meeting and copy given to HBEP Lead for Centre Portfolio |
| Spring 2 | <ul style="list-style-type: none"> • Third round of formative internal moderation • Copies of feedback sheets given to HBEP to be stored centrally in Centre Portfolio for audit purposes • Actions noted from previous meeting minutes to be signed off by HBEP Lead • Meeting held to discuss issues arising from third round of internal moderation • Minutes taken at meeting and copy given to HBEP Lead for Centre Portfolio • Ensure that portfolios are ready for summative internal moderation |
| Summer 1 | <ul style="list-style-type: none"> • Establish candidates and units to be put forward for external moderation • Summative internal moderation to be carried out and issues reported back to relevant tutors • Actions addressed and portfolios checked • Arrangements for external moderation made |
| Summer 2 | <ul style="list-style-type: none"> • External moderation takes place • Meeting arranged with assessors/tutors and HBEP Lead to discuss feedback from external moderation and action plan put in place to address any issues • Minutes to be kept and HBEP Lead to have copy for Centre Portfolio |

Role of the Internal Moderator and Quality Assurer

- Liaise with external moderators
- Ensure that unit activities enable all candidates to produce evidence that will meet the required standards at the proposed level, and that they are fit for purpose.
- Check on the quality of delivery of provision
- Support and advise staff on the delivery of provision
- Support and advise staff on assessment
- Meet regularly to standardise assessment across the centre
- Check assessments at interim points in the delivery of the qualification (these points will be allocated in the internal meetings schedule)
- Comment on the quality of assessment and feedback
- Provide effective feedback to the assessor
- Select and request an appropriate sample for portfolios
- Check assessment standards when portfolios are completed.
- Monitor implementation of any action or advice following external moderation
- Disseminate good practise.

Reasonable Adjustments and Special Consideration

https://www.asdan.org.uk/media/kayhpppz/asdan-policy_access-arrangements-reasonable-adjustments_sept2023.pdf

APPEALS POLICY

Aim

This policy addresses the situation where students may wish to appeal against a decision which has been made concerning a qualification which has been awarded through ASDAN

Access

Pupils and their families/carers are made aware of the existence of this policy and have open access to it. It can be found on the HBEP website within the policies section.

Teachers are made aware of this policy and how to access it in order that pupils can be supported.

All pupils with appropriate support from parents/carers have the right to make an appeal about any of the levels received for the qualifications they are undertaking.

If any student/parent/carer 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 why they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the level
3. If the student/parent/carer is not satisfied with the explanation, the piece of work will be re-moderated by another member of staff also involved with that qualification
4. The student will be informed of the outcome of the re-moderation by letter
5. If the student wants to continue their appeal, he/she needs to contact the deputy head (Teaching & Learning Lead), who will provide the student with information about the appeals procedure for ASDAN and explain what is involved. The deputy head 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.

Arrangements for Withdrawal of ASDAN Qualifications Policy

In the event of HBEP ceasing to operate as an ASDAN centre, HBEP will take all reasonable steps to protect the interests of the candidates.

We will inform ASDAN of any intention to cease to be a provider or withdraw provision of any of ASDAN's regulated qualifications.

We will ensure that candidates are not disadvantaged through such a decision and are allowed to claim unit/credit certification to which they may be entitled.

We will ensure all candidates and potential candidates are informed in a timely fashion

We will ensure the interests of candidates already entered for the qualification have been provided with support to find alternative options for them to complete the qualification.

In the event of ASDAN ceasing the opportunity for HBEP to operate, HBEP will take reasonable steps to protect the interests of candidates and seek alternative, educational courses for our students to achieve.

Reasons for withdrawing a qualification

There are several reasons why a qualification might be withdrawn by HBEP, including:

- Lack of demand for the qualification
- Qualification no longer meets the needs of the pupil 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

School qualification withdrawal process

Stage 1 – Decision to withdraw

All current HBEP 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. If a decision is made to withdraw a qualification a report outlining the rationale will be developed and signed off by the school principal.

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 pupils to complete programmes of work at an alternative centre. The plan will:

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

DATA PROTECTION/ FAIR PROCESSING POLICY

Aim

Data protection is a legal requirement to handle personal data properly and securely. Our GDPR policy is viewable on the HBEP website and shows that we comply with the requirements of GDPR legislation and any other current and appropriate data protection laws in relation to all learner data.

HBEP will ensure:

- All candidates are aware of ASDAN's privacy notice: [asdan.org.uk/policies-regulations-and-centre-guidance](https://www.asdan.org.uk/policies-regulations-and-centre-guidance)
- The data collected and personal candidate information will not be disclosed to any unauthorised person or body.

Privacy notice (fair processing notice)

These notices are the means by which candidates are informed about what will happen to the data collected about them, and furthermore, how that data will be processed and shared. Centres will need to inform candidates about what happens to the data they collect. If centres require further information about candidate data sent to ASDAN (eg how it is processed and to whom it may be passed on) should refer to ASDAN's privacy notice.

All candidates will be made aware of ASDAN's privacy notice: asdan.org.uk/policies-regulations-and-centre-guidance

STAFF RECRUITMENT, INDUCTION AND DEVELOPMENT POLICY

HBEP will ensure that we have sufficient staff with the appropriate training, qualifications and experience to deliver ASDAN qualifications, and that staff will be supported to maintain their experience and skills.

HBEP will show how they will ensure that staff keep up-to-date with ASDAN's centre requirements (see Appendices for Staff Training Log)

ASDAN CONFLICT OF INTEREST POLICY

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).

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

HBEP staff will report such conflicts of interest in order that HBEP 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:

- HBEP will report perceived conflict of interest, at the earliest opportunity, to ASDAN Head of Quality Assurance
- Identified conflict of interest will be investigated by Marcus Snook, HBEP Lead.
- Next steps will vary according to the nature of the perceived conflict.
- 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
- A full record of the investigation and decisions will be made and kept, and a report provided to the centre.
- 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

Appendices

Conflict of Interest Form

I know of no conflict of interest with my role of ASDAN teacher/ moderator/ lead/ exams officer and the delivery of the ASDAN qualification at HBEP:

Staff Signatures

| Name | Signature | ASDAN role | Date |
|------|-----------|------------|------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

ASDAN Staff Training Log

| Date | Staff initials | Staff role | Training attended |
|------|----------------|------------|-------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |