

ASDAN Policy, Statements and Procedures

Next to be reviewed in September 2026

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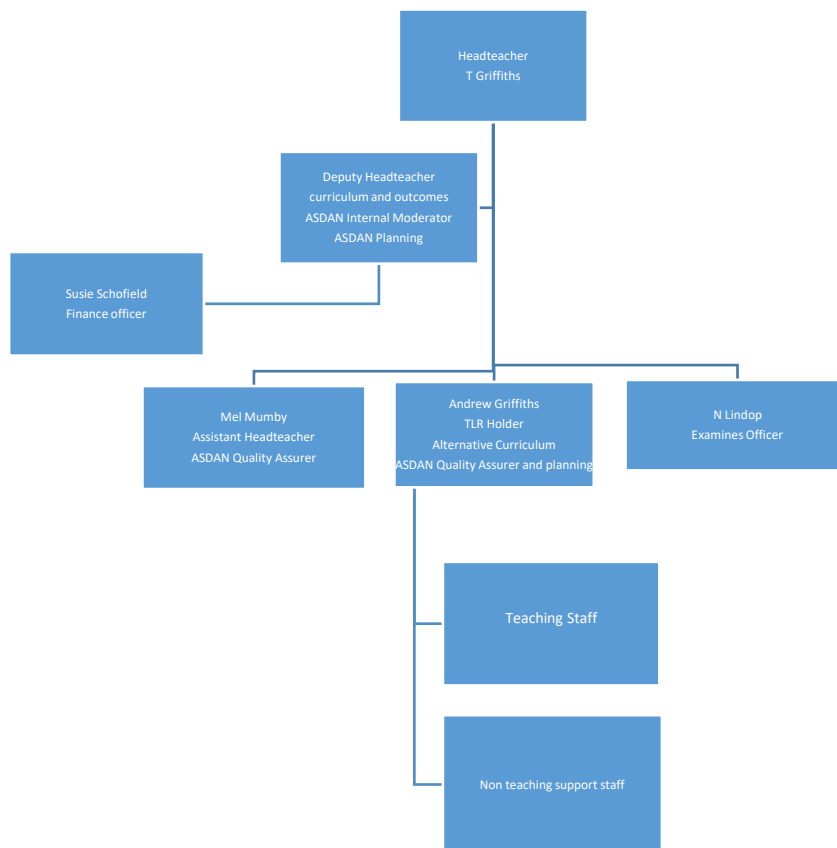
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Organisation Chart

The Alternative Curriculum aims to enable pupils 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 pupils throughout the academic year who are at risk of being disappplied from the main curriculum.

The Alternative Curriculum offers pupils the chance to become more independent and have a positive experience in both KS3 and KS4. This will then allow pupils to enjoy their own learning beyond the classroom following a Vocational and Enrichment programme. This alternative pathway provides all pupils a chance to thrive, prosper and succeed at their own pace. All pupils 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 Kettlethorpe High 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 teachers/assessors and that outcomes are fair to all pupils.

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 teachers/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 teacher/assessors and create a plan of internal moderation about 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.

Internal Moderation Process for CoPE

Term 2

- First round of formative internal moderation to be conducted with colleagues from Kettlethorpe High School Alternative Curriculum Department. All pupil 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 the 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 pupils in different year groups. On-going monitoring of courses discussed within the fortnightly Department meeting.

Procedure for ASDAN submissions (including error checking)

All submissions will be checked by the assessor and rechecked by the quality assurer for accuracy.

Once effective internal moderation has been completed and feedback provided to assessors, portfolios will be submitted, electronically or via post.

The following checks will be completed by both the centre co-ordinator and the school exams officer.

Plastic wallets and treasury tags used – not heavy items or loose pages.

Only relevant evidence is to be submitted.

Front sheet with centre name, centre number and candidate name. Both the centre co-ordinator and the school examines officer to check for accuracy.

Postal submissions to be recorded collection and delivery – exams officer to arrange. This will also protect the data being transferred.

The requested sample of candidate work must be fully complete, and contain evidence of all units listed on the Candidate Registration and Submission form as having been achieved. Work sent which is not listed on the form or requested in the identified sample must not be included, and will not be moderated.

Check list

How to submit candidates' work for external moderation

Sample portfolios/projects must:

1. Be clearly identified on the front page/cover with, see example included in appendix 2:
candidate's name
centre name and number
centre co-ordinator's name

2. Include (as relevant to the qualification):

- assessment checklists for all units, listing exact page references for evidence of meeting each assessment criterion
- at least one assessment plan, relating to one of the units submitted
- records of internal moderation
- mandatory recording documents, eg plan, do, review sheets (PDRs) for CoPE/AoPE;
- transfer documents if appropriate
- observation checklists, student evidence sheets, peer or witness testimony statements and learning log, as appropriate (please ensure that all recording documents are completed in full, in an appropriate level of detail, and are signed and dated where required)
- relevant supporting evidence of meeting the learning outcomes assessment criteria.
- centres should place this evidence in the portfolio behind the assessment activities. Each unit must be clearly labelled and separate from other units. The centre is advised to use dividers for this purpose or a similar separation device. EQAs/Moderators must be able to locate the evidence easily.
- a signed covering letter where work has been annotated or scribed, to confirm that it is the candidate's own, unaided work, and represents the candidate's own words

All records will be kept by the examines officer. ASDAN will be notified immediately if any errors have occurred. This will be completed by the examines officer.

All certification will be stored by the school examines officer in locked storage.

Statement on Access to Fair Assessment

Statement of Assessment

We aim to provide a variety of qualifications which provide all pupils 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

Pupils are made aware of the existence of this policy and have open access to it. It can be found in the ASDAN MS Team. All teachers 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 pupils, teachers and external organisations.

What pupils 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.

Pupils 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 pupil.
- 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 pupil's work can only be made if that work is entirely the pupil's own. Therefore, pupils 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 pupil'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 pupil feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Complaints Policy.

Procedure for dealing with Complaints

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

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

Access

Pupils are made aware of the existence of this procedure and have open access to it. It can be found online via the Kettlethorpe High School website. All staff are made aware of this procedure and how to access it in order that pupils can be supported. This policy is reviewed annually and may be amended in response to feedback from pupils, staff, parents and external organisations.

Policy Statement

All pupils at Kettlethorpe High School have the right to make an appeal about any of the marks received for the qualifications they are undertaking. If any pupil 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 pupil 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 pupil will be informed of the outcome of the re-marking by letter within 2 weeks of their original appeal.

If the pupil wants to continue the appeal, he/she needs to contact the exams officer, who will provide the pupil 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 pupil.

Please note: a pupil 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 regard 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 Tudor Griffiths (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, Kettlethorpe High 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

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

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

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.

Management of Artificial Intelligence (A.I)

As has always been the case, teachers and assessors will only accept work for qualification assessments which is the pupils' own;

- Pupils who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions.
- Pupils and staff must be aware of the risks of using AI and must be clear on what constitutes malpractice.
- Pupils must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI-generated responses, those elements must be identified by the pupil and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded
- Where teachers have doubts about the authenticity of the pupil work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

The delivery of all qualifications in school are guided by the rules and regulations set out by JCQ. All advice and guidance identifying and responding to the use of AI will be in accordance of the following document.

https://www.jcq.org.uk/wp-content/uploads/2024/04/AI-Use-in-Assessments_Feb24_v6.pdf

[Health and Safety Policy / Statement, Safeguarding Policy, Equality and Diversity Policy / Statement](#) are all available on our [policies page on our website](#).

Conflict of Interest Procedure

All Kettlethorpe High School staff are required to declare any conflict of interest to the Human Resource Manager. This procedure is in the staff handbook which is received and signed for by all staff. This includes declaring relationships between employees and business interest.

For all policies, please refer to www.kettlethorpehigh.co.uk/policies

Statement on Candidate Support (could include): -

- initial assessment and induction: Pupils at Kettlethorpe High School choose their options during Year 8. Pupils are offered advice within the option process with a small number of pupils following the Alternative Curriculum pathway to include ASDAN Certificate of Personal Effectiveness. Most of these pupils will have been following an Alternative Curriculum pathway during KS3.
- advice and guidance procedures: This is provided to all pupils at Kettlethorpe High School during the options process where they choose courses. Discussions take place between year managers, tutors and the senior leadership team. Monitoring continues throughout Key Stage 4, with help provided to complete their chosen courses.
- obtaining a Unique Learner Number (ULN): All pupils attending Kettlethorpe High School receive a ULN number which is held on SIMS.
- credit transfer, exemption and recognition of prior learning: Pupils following the Alternative Curriculum at Kettlethorpe High school at KS3 may transfer credits obtained from previous ASDAN short courses provided in accordance with ASDAN guidelines and regulations.

Withdrawal Policy /Statement

Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn by Kettlethorpe High School 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

Kettlethorpe High School School qualification withdrawal process

Stage 1 – Decision to withdraw

All current Kettlethorpe High School qualifications will be reviewed by the person designated

as having responsibility for accreditation, annually or more frequently if the situation requires. They will consider entry data, attainment levels, qualification relevance and regulatory changes. If 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.

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 and curriculum lead. Each group of pupils 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 Kettlethorpe High School are discussed during line management meetings. Staff and pupil voice will be used to review the ASDAN courses being delivered.

[Data Retention and Disposal Policy, Privacy Notice are available on our policies page on our website.](#)

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 Kettlethorpe High School we offer a number of different ASDAN qualifications within both Key Stage 3 and Key Stage 4. All qualifications and pupils 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 delivery of short courses and CoPE qualification. This is an ongoing process.