



Assessment Policies Specific to ASDAN Qualifications and Awards

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Person responsible: Sarah Wolverson

Date adopted: November 2019

Date of next review: January 2022

Executive Headteacher Signature

Access to Fair Assessment Policy

Statement of Assessment

At Queensbury, we aim to provide a variety of qualifications, which provide all students with the opportunity to achieve their full potential.

Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.

We will endeavour to ensure that the assessment processes implemented are in a fair and nondiscriminatory way.

Access

Students are made aware of the existence of this policy and have open access to it. It can be found online at <https://queensburysch.com/exams-policies>

All staff 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, staff and external organisations.

What students can expect from us:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents and Carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

- All work to be marked within two weeks of submission by the student.

Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

Cheating and Plagiarism

A fair assessment of 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, following 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 Internal Appeals Procedures Policy.

Access Arrangement: Reasonable Adjustments and Special Consideration

A candidate's access arrangements requirement will be determined by the Appointed Assessor for Access Arrangements for Queensbury.

The exams officer is responsible for:

- Ensuring there is appropriate evidence for access arrangements
- Submitting access arrangement applications to the awarding bodies
- Rooming for candidates with access arrangements
- Organising invigilation and support for access arrangements

Queensbury School will adhere to the ASDAN guidance for access arrangements.

Equality Statement

Queensbury promotes equality of opportunity for and between diverse members of the school community, including, pupils, staff, parents, women, men and different racial groups within the school.

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

- Eliminate discrimination and harassment on the grounds of
 - a) sex
 - b) race
 - c) disability
 - d) religion or belief
 - e) sexual orientation
 - f) gender reassignment,
 - g) pregnancy or maternity
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- Promote positive attitudes towards disabled people.
- Encourage participation of all pupils, parents, staff and carers.

For further details, please refer to the Queensbury Equality Policy.

Withdrawal Statement

Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn including:

- qualification no longer meets the needs of the students
- qualification subject matter is no longer relevant
- units and qualifications are owned by other awarding organisations who have decided to withdraw.
- lack of funding

Queensbury School qualification withdrawal process

Decision to withdraw

All current Queensbury School qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires.

They will consider entry data, attainment levels, qualification relevance and regulatory changes.

In the event that a decision is made to withdraw a qualification a report outlining the rationale will be developed and signed off by the Head.

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.

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.

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 regarding examinations marked externally. **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 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.

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

If a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line with the Complaints & Appeals Policy.

Staff Malpractice and Maladministration 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 and also regarding examinations invigilated by staff at the school and marked externally. This also covers maladministration.

Examples of Staff Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive: •

Tampering with candidates work prior to external moderation/verification

- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

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 taking place.

Staff Malpractice Procedure

Investigations into allegations will be coordinated by the Head, 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.

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: candidates, centre staff, awarding organisation staff.

To mitigate against errors in administration, or maladministration, the entry record will be created by the exams officer and checked by the relevant Head of Faculty before and after entry of candidates to any specified award.

Examples of maladministration:

- Incorrect registering of units
- Incorrect candidate names

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

Staff Recruitment, Induction and Development Statement

Staff are recruited using the guidance of BCC and the Safer Recruitment guidelines, SLT and HR are trained in the Safer Recruitment processes.

Staff at Queensbury 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.

We will also be liaising with Wilson Stuart School, as we are becoming part of Education Impact Trust from 2020.

Queensbury Organisation Chart

Chris Wilson
Executive Head Teacher

Sherree Watkins
Head of School & Key Stage 4

Louise Hackett
School Business Manager

Bushra Adnan
Associate Head KS5

Adam Kearns
Associate Head KS3

Nisar Khan
DSL

ASDAN Organisational Structure

Head of 6th form B. Adnan

Asdan Assessors;

K. Antas,

IQA S. Wolverson

Internal Moderation Policy

Internal moderation is a key process carried out by centres, throughout the delivery of a Qualification, to ensure that assessment methods are consistent across all Tutors/Assessors and that outcomes are fair to all students.

Evidence of a robust internal moderation system will be required at external moderation and for audit purposes; therefore there must be reliable and auditable record-keeping systems in place.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked candidate work as requested.

All assessment evidence that has been internally moderated must be kept on site until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding organisation.

The aim of this policy is to ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions The centre will:
- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors create a plan of internal moderation in relation to all assessment activities
- define, maintain and support effective internal moderation roles, including the provision of training where required

- provide standardised documentation to support internal moderation activity and record-keeping
- ensure that feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures.

Internal Moderation & Quality Assurance at Queensbury

At Queensbury internal moderation is completed as a whole school have been timetabled for 4 meetings this academic year. At these meetings a sample of work is looked at across all student abilities and all curriculum, this is looked at by all staff. Internal moderation and Quality assurance specific to Asdan will be completed in January 2020 and at the end of April 2020. This will be reviewed after this academic year and altered as required to give best practice within Queensbury. Due to small numbers completing COPE/AOPE each academic year, the sample will include all students who will completing the ASDAN course that academic year and at least two other students from year 1 & year 2 of the programme.

Review and Feedback Statement

In the first instance, feedback on ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN award.

Following each round of internal moderation, a review meeting may be held by the head of faculty, and feedback will be given to tutors and assessors, and to candidates where necessary.

After external moderation has taken place, a review meeting will be held. Feedback will be given to tutors and assessors and an action plan will be put in place to further develop practice and address any issues arising.

At the end of each academic year, a curriculum review will be held by staff.

Awarding of ASDAN Summer 2021

For all Vocational and Technical Qualifications (VTQs), Ofqual has put in place the Vocational Contingency Regulatory Framework (VCRF) for awarding organisations (AOs). These regulatory arrangements will enable AOs to be sufficiently flexible to support as many learners as possible to complete qualifications, while still retaining the integrity of their qualifications. Queensbury School will be following this guidance.