

ASDAN

Statements, Policies and Procedures

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Organisation Chart

Students at Blessed Edward Oldcorne Catholic College participate in an inclusive curriculum at KS3 and KS4. During KS3 some students may need to have the curriculum adapted to enable them to have the opportunity to develop skills and experiences to ensure they are successful. During KS4 students have a choice of GCSE and vocational learning outcomes alongside the mandatory subjects of Maths, English, Science and Religious Education.

Students who have additional needs may be advised to select vocational learning options as this allows them to learn and be taught differently. Students are supported and guided to make their option choices, and some may select up to four option choices at KS4. Others will choose study support and vocational subjects which allows them to prosper and succeed at their own pace and maintain attainment in all subjects. Each option has 2.5 hrs of direct teaching per week.

All students 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.

General Administration

All ASDAN staff are aware of the centre policies and procedures relating to assessment and internal moderation.

There is an effective system in place for improving policies, processes, and procedures.

All learning records are stored in a secure location with restricted access to only authorised staff.

Learner evidence is retained in line with accordance with school and ASDAN requirements.

Students' work and progress toward ASDAN expected outcomes is tracked and monitored.

Management and resources

School Policy

Students currently have 2.5 hrs direct teaching of ASDAN weekly. This is increased if/when connected visits or visitors are arranged to enhance learning for different modules.

During remote learning, students access the school learning platform, currently google classroom to access and submit work. Safeguarding checks are also made for all students. Students must also attend AM and PM registrations when working remotely.

Access to ASDAN

ASDAN is made available to students whom staff and parents believe will benefit from the course and the vocational way of teaching.

Students are informed about ASDAN via the school website on all options available to study at KS4. There is a KS3 options evening where students and their families can learn more about each option by ask the subject teachers questions, view teaching and learning from each subject as well as learn about expected outcomes that courses require.

Further to this student s' have opportunities to ask further questions by seeing teachers and the school careers officer to talk through what they may want to select. They can ask for advice before making their choices.

For some students ASDAN is recommended alongside other vocational or GCSE subjects.

Staff Recruitment / Induction / Development Policy / Statement / Staff

Staff at Blessed Edward Oldcorne Catholic College responsible for leading ASDAN qualifications will have had the appropriate ASDAN training, will engage with regional meetings, online meetings, and face to face meetings with the allocated ASDAN Regional Relationship Manager and will keep their training up to date. Other staff teaching on the courses will receive cascade training from the ASDAN Coordinator. All Staff have valid qualifications and experience to teach ASDAN. Staff records are kept up to date as all safeguarding training and courses.

Induction and initial assessment.

In the first few weeks of studying ASDAN courses, all students are clearly informed of what the course/s they will study will involve, how they will be taught, how they can and should respond to learning, the importance of doing their own work and ensuring they can reference where they sourced information. Students are taught how to navigate course books and where to find assessment records. Students are informed and shown assessment records plan, do and reviews), modules are explained, expectations of the area of skills and knowledge are detailed. Prior students' work is shown to demonstrate how they responded to learning outcomes and to provide visual learners with what expected outcomes could/should look like.

Students are guided to learn how to produce work for their portfolios. ASDAN teachers meet to discuss students, any students that need any extra support are given extra support (tutorials) if required. Tracking of progress is recorded and log of conversations etc kept.

Planning is carried out by all ASDAN teachers. It varies with different students and cohorts. All documents are recorded and reviewed. Advice from ASDAN regional staff / other staff in other schools is also considered to help inform planning and how outcomes can be sought.

Students do the BRONZE award initially and progress onto the CoPE qualification if they successfully attain the bronze award. This allows students to become familiar with the teaching and learning and expectations to meet required outcomes for ASDAN.

Delivery, assessment, and Internal Moderation

Internal moderation is a key process that is carried out 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 is 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.

Each module is planned and shared with ASDAN and teaching staff. The internal moderator and ASDAN staff meet to write and review the plan. Work is set according to the plan. Students' work is regularly discussed (approx. every 2 weeks) and each module of work is internally assessed once completed.

Any changes or action points required by students are noted and dated as action points and then once complete. The plans and portfolios of evidence are safely kept in line with ASDAN expectations on lockable storage.

Students' work is verified, and the authenticity checked before they sign the assessment checklist.

All assessment evidence that has been internally moderated is kept securely 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.

All ASDAN policies, assessment plans and procedures to do with moderation are followed in line with regulations.

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 when required
- provide standardised documentation to support internal moderation activity and record-keeping

Exam Access Arrangements -removing barriers to learning

All Students studying ASDAN courses are supported to access and respond to learn. Appropriate resources, language, and delivery (pace, vocabulary and SEND teaching methods etc). Students with authorised Exam Access Arrangements are provided with the relevant additional support and JCQ regulations are adhered to.

Tracking students' progress

Students' progress is monitored in lessons and recorded on a spreadsheet – as to completed units and any future teaching

Non-Examination Policy - School Policy

Internal Moderation Process for CoPE

Term 1. Planning documents in place. Shared with ASDAN prior to delivery . First teaching module progress tracked, and internal moderation takes place. Teaching Bronze award

Term 2.

Planning documents in place. Shared with ASDAN prior to delivery. First round of formative internal moderation to be conducted with ASDAN colleagues in school. All student work will be moderated One copy of the 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 and retained.

Next modules of teaching to be delivered, feedback and any action points addressed by students.

Internal moderation to take place of completed modules. Students' progress to be tracked and meeting notes documented. Teaching Bronze award

Term 3

Planning documents in place. Shared with ASDAN prior to delivery. 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. Bronze award completed, internal moderated and students put forward for external moderation. Transition onto the CoPE qualification. Bronze award awards attained. Feedback from external moderators discussed by ASDAN teachers, any advice and amendments made – notes made and recorded.

Term 4

Checklists, sampling records and tracking documents completed by ASDAN teachers, Internal moderation to be conducted for all completed units (as modules are completed). Feedback and meeting notes kept.

Term 5

Co-ordinator to establish candidates and units to be put forward for external moderation (as required) Summative internal moderation to be **conducted for COPE** Arrangements to be made for External Moderation. Assessors and the Quality Assurer will check names and units for accuracy before a submission is made to ASDAN. Similarly, upon certification, names and units will be checked against submission records. Any errors found during this registration and certification process will be reported to ASDAN immediately.

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 students in different year groups. On-going monitoring of courses discussed within the fortnightly Department meeting.

Statement on Access to Fair Assessment

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 the Centre's ASDAN Portfolio.

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.

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.

Cheating and Plagiarism

- A fair assessment of a 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 copy another student's work

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body

Withdrawal Policy /Statement

Reasons for withdrawing a qualification

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

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

Blessed Edward Oldcorne Catholic School qualification withdrawal process

Stage 1 – Decision to withdraw

All current Blessed Edward Oldcorne qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires. They will consider entry data, attainment levels, qualification relevance and regulatory changes. In the event that a decision is made to withdraw a qualification a report outlining the rationale will be developed and signed off by the Headteacher

Stage 2 – Managing the Withdrawal

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work at an alternative centre.

The plan will:

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

Procedure for Quality Assurance Review of the Qualification (review and feedback, monitoring learner progress)

During the Curriculum Department meetings. Feedback, changes, and any updates are noted. The planning of ASDAN Qualifications is the responsibility of the class teacher. Each group of students 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 Blessed Edward Oldcorne Catholic College I are discussed every fortnight.

Data Protection Policy / Statement and Privacy Notice -School Policy

Policy / Statement on working with Satellites & 3rd Party Partnership Arrangements (where applicable) - Not applicable

Procedure for dealing with Complaints - School Policy

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

Procedure for dealing with Malpractice / Maladministration- - School Policy

Conflict of Interest Policy and procedure-- School Policy

Equality and Diversity Policy / Statement- School Policy

Statement on Candidate Support (could include): -

- initial assessment and induction: Students at Blessed Edward Oldcorne Catholic college choose their options during Yr9. Two pathways are offered with students choosing up to four options. Students are offered advice within the option process with a small number of students following the Alternative Curriculum pathway to include ASDAN Certificate of Personal Effectiveness. Many of these students will have been following an adapted Curriculum pathway during KS3.
- advice and guidance procedures: Students at Blessed Edward Oldcorne Catholic College are provided advice and guidance within the options process in choosing courses and are then monitored throughout KS4, with help provided to complete the courses chosen. Discussions take place between the student, staff who support them, Heads of Year and The Senior leader for teaching and learning
- obtaining a Unique Learner Number (ULN): All students attending Blessed Edward Oldcorne Catholic College receive a ULN number which is held on SIMS
- transfer credits obtained from previous ASDAN short courses provided in accordance with ASDAN guidelines and regulations.

Withdrawal Policy /Statement

Reasons for withdrawing a qualification

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

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. We offer the Bronze Award and Cope Qualifications and sometimes when appropriate deliver short courses to specific students. ASDAN qualifications are currently only offered at KS4. All qualifications and students accepted onto the course are discussed by the KS3/4 curriculum leaders, teaching and learning leaders and the Deputy Head to ensure consistency and suitability.

