



**BARNDALE SCHOOL**

# Barndale School

## ASDAN Specific Guidance and Procedures Handbook 2025-2026

Policy Location:	Written:	Review Due:	Person Responsible:
Staff Share -> Curriculum -> Policies	August 2022	September 2026	Mark Phillips, Headteacher Sarah Dickson, Deputy Headteacher All staff Governors

## Key staff involved in the access arrangements process

Role	Name
Headteacher	Mark Phillips
Accreditation Lead	Sarah Dickson
Class Teacher	James Brady
School Business Manager	Sally Carrigan

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# ACCESS TO FAIR ASSESSMENT

## Statement of Assessment

At Barndale we aim to provide a variety of programmes and qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate 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 Barndale's ASDAN Portfolio and on the school website. Hardcopies can be obtained on request.

All relevant staff are made aware of the contents and purpose of this policy through in- house training and staff meetings.

This policy will be reviewed annually and may be revised in response to feedback from students, staff and external organisations. Any changes will be discussed with staff and students.

## **What students can expect from us:**

- We aim to ensure that all assessment of work is carried out fairly using objective methods and in keeping with the awarding body's requirements and recommendations.
- Assessors will use clear marking schemes and assessment criteria provided by ASDAN to determine students' achievement.
- All portfolio based work will be assessed fairly against the qualification standards and teachers/ staff involved will be fully trained.
- Moderation opportunities with other Centres and the regional ASDAN network lead will be timetabled into the school year to ensure consistency and to support quality assurance.
- Internal assessments and verification will be carried out fairly, accurately and according to the awarding body instructions.
- Externally marked tests, exams and work will be carried out according to the awarding bodies instructions.
- Where appropriate Access Arrangements and Special Consideration requests will be made to the relevant awarding organisations to ensure that no student is unfairly disadvantaged by any disability or learning disability.

## **Students can also fully 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 their work in an accessible and easy to understand manner.
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, Barndale School will ensure this is pursued with the relevant awarding body.

## **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 to be copying, giving or sharing information or answers, unless part of a joint project.
- They use an unauthorised aid during a test or examination.
- They talk about the content specific topics, questions or answers 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 the student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Barndale School Complaints Policy.

#### **Access arrangement: Reasonable Adjustments and Special Consideration**

A candidate's access arrangements will be determined by the appointed Exams Officer with reference to the relevant ASDAN guidance. Access arrangements will be agreed before an assessment.

Access arrangements will allow students to show what they know and can do without changing the demands of the assessment. For example, through the use of readers, scribes and Braille question papers.

The Exam Officer will be responsible for:

- Ensuring there is appropriate evidence to support the request for access arrangements to be made.
- Submitting access arrangement applications to the awarding bodies.
- Determining where the assessment will take place and ensuring this meets access arrangements.
- Organising invigilation and support for access arrangements if required.

The Exam Officer may consider the following points when determining suitable access arrangements;

- What arrangements are suitable for the qualification?
- The student's habitual way of working,
- The details of how specific access arrangements would work in an assessment,
- Whether evidence or an application to the Awarding Organisation is required,
- Any assistance from the Awarding Organisation that may be required to put the arrangements in place.

Barndale School will keep evidence on file for all access arrangements made for specific students.

It is the duty of the teachers to ensure that all internal assessment is ready for dispatch at the correct time. The office manager will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

## **EQUALITY STATEMENT**

Barndale School promotes equality of opportunity for **all** members of our diverse school community.

In order to do this the School establishes with all staff an overall vision of the duty to promote equality of opportunity, foster good relations and promote positive attitudes for all members of our community.

We encourage the active participation of all students, parents, staff and carers in ensuring that we eliminate discrimination and harassment on the grounds of:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation
- Gender reassignment
- Pregnancy

For further details, please refer to the Barndale School Equality Policy.

# QUALIFICATION WITHDRAWAL PROCESS

## Reasons for withdrawing a qualification

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

- The qualification no longer meets the needs of the students,
- The qualification subject matter is no longer relevant
- Units and qualifications are owned by other awarding organisations who have decided to withdraw
- Lack of funding

## Decision to withdraw

All current qualifications and programmes 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 or programme a report outlining the rationale will be developed and signed-off by the Head-teacher.

## 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 the learners in relation to the qualification will be protected.
- Detail how the withdrawal will be communicated to the awarding organisation, regulatory authorities, staff and students providing details of all deadlines including the last date for providing entries and the last date for certification.

Barndale School will endeavour not to withdraw any qualification whilst the students are active and on programme. In the event that this is not possible the school will support the student to access a course of the same or similar status. Any units achieved by the student will be claimed, information advice and guidance will be provided to support the student to make an informed decision regarding available options.

# 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 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:

- 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 own.
- 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 or a marked document.

If a teacher suspects a candidate of malpractice the candidate will be informed and the allegations will be explained. The teacher will check that the candidate fully understands the nature of the allegation. The candidate will have the opportunity to explain themselves and provide a statement 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, following an investigation a candidate is found guilty of malpractice the teacher may decide to remark previous assignments and these could also be rejected if similar concerns are identified.

If a candidate is, following an investigation, found guilty of malpractice during an examination the Awarding Body will be informed and the Candidate's examination paper will be withdrawn.

#### Appeals

If a malpractice decision is made, which the Candidate feels is unfair, they have the right to appeal in line with the Complaints and Appeals Policy.

## **STAFF MALPRACTICE AND MALADMINISTRATION**

#### 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 or internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally. This also covers maladministration.

#### Examples of Staff Malpractice

The following are examples of malpractice by staff with regards to portfolio-based qualifications:

- 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 mobile phone or go to the toilet unsupervised during the exam
- Tampering with scripts prior to external marking taking place.

#### Staff Malpractice Procedure

Investigations into allegations will be considered by the Head or Governor with the designated responsibility. They will ensure that the initial investigation is carried out within 10 working days. The investigation will involve establishing the 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 . Barndale School ASDAN Specific

The member of staff will be:

- Informed in writing of the allegation made against him/her and 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 Barndale House School may have to impose the following sanctions:

- Written: 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: The member of staff will be required, as a condition of future involvement in both internal and external assessment to undertake training or mentoring within a particular period of time, including a review process at the end of 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 Appeals Policy.

### 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
- School staff
- Awarding organisation staff.

Examples of maladministration include:

- Incorrect registering of units
- Incorrect candidates' names

To mitigate against errors in administration, or maladministration, the entry record will be created by the exams officer and checked by the Head before and after entry of candidates to any specified award. In the event of an error occurring the Awarding Body will be notified immediately.

## **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 system 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 and annotated 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 organisations.

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.

Barndale House School 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.

At Barndale House School a meeting will be held at the onset of the academic year for all staff involved in the delivery and assessing of ASDAN qualifications and awards to attend. The meeting will cover the expectations for the delivery of ASDAN qualifications and awards, internal moderation sessions will be timetabled and deadlines for the submission of all work will be established for that school year.

During the year there will be three instances of internal moderation which will be carried out by the designated trained staff. The first session will ensure that assessors choose suitable units for their students. The second session will take place early in the Spring Term. Assessors are expected to have completed at least one unit per student at this point. The units will be scrutinised against the ASDAN guidelines /checklist. The purpose of this session is to check that assessors are completing their chosen units to a sufficient standard. Any support required will also be identified and action plans put in place.

At these meetings samples of work from a cross section of students and assessors as well as and from a number of units/modules will be moderated. Due to the small numbers the sample will always include any student who is due to complete an ASDAN course that academic year and at least 3 other students from Year 1 and Year 2 of a programme.

The third session will happen in advance of submission of work /portfolios for external moderation. The purpose is to ensure that all units are complete and of sufficient standard to be submitted. A summary of each Internal Moderation session will be recorded and shared with relevant staff.

#### Review and Feedback Statement

In the first instance feedback regarding ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN qualification / award. Following internal moderation further feedback may be provided to teacher, assessors and students where necessary.

After external moderation has taken place feedback will be given to teachers 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 thorough review of the curriculum and accreditation will be held by the SLT and relevant staff. Barndale School ASDAN Specific Guidance and Procedures Handbook

## Example Internal Moderation Process

Internal Moderator identified and allocated to Assessors.

Internal Moderator and Assessors meet to discuss timetable for moderation and sampling process.



Internal Moderator carries out first round of formative internal moderation

Records of sampling and internal moderation decisions kept.

Feedback provided to assessors and stored centrally in the centre portfolio for audit purposes.

Meeting held to discuss issues arising from the first round of internal moderation. Minutes recorded in portfolio.



Second round of formative internal moderation conducted. Documentation relating to moderation stored in Centre Portfolio.

Any action noted by the Internal Moderator on the first round checked and signed off.

Meeting held to discuss issues arising from the second round of internal moderation. Minutes recorded in Centre Portfolio.



Third round of formative internal moderation conducted.

Coordinator establishes candidates and units to be put forward for external moderation.

Summative internal moderation conducted to include final checking of portfolios.

Any continuing issues addressed and signed off.

Arrangements made for external moderation.

Minutes stored in Centre Portfolio.



External moderation takes place

Standardisation meeting arranged to discuss feedback from external moderation and plan put in place to address any matters arising. Minutes stored in Centre Portfolio.

## STUDENT APPEALS

### Introduction

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

Students are made aware of the existence of this policy and have open access to it. It can be found in the Barndale School ASDAN portfolio and on the school website. All relevant teachers / staff are made aware of this policy and how to access it in order that students can be supported.

### Policy Statement

All students at Barndale 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 they should follow the procedure set out below:

1. Meet with the member of staff responsible for teaching the qualification in the first instance and discuss 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.
2. 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. The student will be informed of the outcome of the re-marking
3. If the student wishes to continue the appeal he/she needs to contact the exam officer who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved.
4. The exams officer will assist with the completion of forms and will correspond with the awarding body on behalf of the student.

## STAFF RECRUITMENT, INDUCTION AND DEVELOPMENT STATEMENT

Staff are recruited using guidance from Northumberland County Council and the Safer Recruitment guidelines.

Members of the SLT and Governing Body responsible for staff recruitment are trained in the Safer Recruitment Processes.

All staff are fully inducted at the onset of their employment following NCC guidelines.

Staff at Barndale School responsible for leading and coordinating ASDAN qualifications will have had the appropriate training and will be committed to keeping this up to date.

The Coordinator will ensure that all work is carried out in compliance with ASDAN guidance and instructions.

Staff involved in leading and delivering ASDAN qualifications will be supported to attend regional meetings and to liaise with other centres within the authority to share good practice.

Barndale School will commit to sending all internal moderators for the relevant training with ASDAN.

Other staff with responsibility for delivering ASDAN programmes will receive cascade training from the ASDAN lead. Training will cover ASDAN guidelines and specifications as well as criteria for assessment and moderation.

Staff should be sufficiently familiar with a students' level of ability to judge whether a qualification / unit / module is within his /her capabilities.

Staff are responsible for marking work in accordance with the relevant criteria. They will be trained in the use of annotation to provide evidence to indicate how and why marks or levels have been awarded.

## **CONFLICT OF INTEREST**

A conflict of interest is a situation where a member of staff has competing interests or loyalties.

In relation to the formal assessment and quality assurance of candidates work within National Qualifications it can be defined as a conflict between the official responsibilities of a member of staff and any other interests that the member of staff may have which could compromise, or appear to compromise, any assessment decisions they might make.

All relevant staff undertaking moderation and other individuals involved in the assessment and quality assurance of a candidate's work have a responsibility to be aware of the potential for a conflict of interest. It is their duty of care to disclose any actual, potential or perceived conflict of interest. This disclosure should be made in writing to their line manager so that the situation can be evaluated and appropriate action taken if required to ensure that any conflict of interest does not detrimentally impact on the standards of Barndale House School, the Awarding Organisation or the Regulatory Authorities.

Barndale School will maintain written records of all disclosures. These records will outline the nature and extent of the reported conflict and where required the action taken to manage the conflict and mitigate any adverse effects. In the event that an 'undisclosed' conflict of interest may have impacted upon assessment decisions is identified Barndale School will notify the relevant Awarding Body.