

Internal Moderation Policy in Relation to ASDAN Qualification



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Assessment Policies Specific to ASDAN Qualifications and Awards

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Access to Fair Assessment Policy

Statement of Assessment

At KWS, we aim to provide a variety of qualifications that allow all students to achieve their full potential.

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

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

Access

Students are informed of this policy and have open access to it. It can be found online at <http://kwseducational.co.uk/>.

All staff are made aware of the contents and purpose of this policy.

This policy is reviewed every three years and may be revised based on student, staff, and external organisation feedback.

What students can expect from us:

- We aim to ensure that all work assessments are carried out fairly and in accordance 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
- To be fully inducted onto a new course and given information to share 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 on the work's quality.
- 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 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 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

The Appointed Assessor will determine a candidate's access arrangements requirement for Access Arrangements for KWS. For students with an EHCP, a Form 9 will be completed to detail the student's usual way of working.

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 KWS School will adhere to the ASDAN guidance.

Equality Statement

KWS 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 those who do not.
- Promote positive attitudes towards disabled people.
- Encourage participation of all pupils, parents, staff and carers.

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

Withdrawal Statement

Reasons for withdrawing a qualification

There are several 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.

KWS School qualification withdrawal process

Decision to withdraw

The person designated as having responsibility for Accreditation will review all current KWS School qualifications annually or more frequently if necessary. 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 to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements stated by Ofqual and may include arrangements for learners to complete programmes of work.

The plan will:

- specify how learners' interests 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 defines the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications and examinations marked externally.

Examples of Candidate

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates concerning 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 explicitly been told not to use
- The alteration of any results document
 - The use of AI in producing a document.

If a teacher suspects a candidate of malpractice, the candidate will be informed, and the allegations will be explained. The candidate will be able to give their side of the story before making any final decision.

If the candidate accepts that malpractice has occurred, he/she will be allowed 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 be able to give their side of the story before making any final decision. 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 defines the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and examinations invigilated by staff at the school and marked externally. It 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 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. 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

The Head will coordinate investigations into allegations and 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 inquiry will establish 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 them, 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 severe 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 candidates, centre staff, or 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 the 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.

Recruitment, Induction and Development Statement

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

Staff at KWS School responsible for leading ASDAN qualifications will have the appropriate training, engage with regional meetings, and keep their training up to date.

Other staff teaching on the courses will receive cascade training from the ASDAN Coordinator.

Internal Moderation Policy

Internal moderation is a crucial 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 for external moderation and audit purposes; therefore, reliable and auditable record-keeping systems must be in place.

All staff are responsible for participating 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 recordkeeping
- ensure that feedback and outcomes of internal and external moderation support the future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures.

Internal Moderation & Quality Assurance at KWS

At KWS, internal moderation is completed as a whole school has been timetabled for 3 meetings this academic year.

At these meetings, a sample of work is looked at across all student abilities and all curricula; all staff looks at this. 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 practices within KWS.

Due to the small number of students completing COPE/AOPE each academic year, the sample will include all students completing the ASDAN course that academic year and at least two other students from years 1 and 2 of the programme.

Review and Feedback Statement

First, students will receive feedback on ongoing and completed work as part of regular formative assessment as they progress through the relevant ASDAN award.

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

After external moderation has taken place, a review meeting will be held. Tutors and assessors will receive feedback, and an action plan will be implemented to develop the practice further and address any issues that arise.

Staff will have a curriculum review at the end of each academic year.