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ALFRETON PARK SCHOOL



Happiness and Wellbeing at Our Roots

Assessment Policy – Specific to ASDAN

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Overview – ASDAN Assessment Policy

All pupils in our Post-16 provision are entered for ASDAN qualifications as part of their personalised curriculum. These qualifications formally recognise the wide range of achievements our learners make across academic, social, and life skill areas. The main qualifications currently delivered are **Personal Progress (PP), Employability, and Personal and Social Development (PSD)**. Learners also participate in a LifeSkills Challenge programme, providing a flexible and bespoke learning offer that reflects individual needs and aspirations.

At Key Stage 4, students take part in a Preparation for Adulthood (PfA) programme, developing independence and functional life skills in preparation for their transition into Post-16 education. Their curriculum and assessment are carefully aligned with the PfA outcomes: Employment, Independent Living, Community Inclusion, and Health.

ASDAN qualifications are used primarily to celebrate progress and achievement rather than to determine placement or progression routes (e.g. college). However, the evidence portfolios produced provide a valuable record of each pupil's learning journey and developing skills.

Learners are entered for the appropriate level of accreditation according to the curriculum pathway they follow. For example, pupils on a semi-formal pathway (Entry 1–2) will complete fewer or more supported units than those following a formal pathway (Entry 3).

ASDAN units are fully embedded within our curriculum and are delivered through meaningful, real-life contexts.

ASDAN principles of assessment

ASDAN must ensure that its qualifications are credible with users, partner organisations and the wider community, and that they provide nationally and internationally recognised standards of attainment. This means that all assessment methods, whether internally or externally assessed must meet our principles of assessment. All ASDAN assessments must be:

- valid
- reliable
- practicable
- equitable and fair

At Alfreton Park School, we are committed to ensuring that all assessment and moderation processes are conducted **fairly, consistently, and in line with ASDAN guidance**. This policy will be reviewed annually and may be updated following feedback from students, staff, or external moderation reports.

Assessment and Moderation Principles

- All assessment is based on **evidence of learning and achievement** gathered through naturally occurring activities within the curriculum.
- Staff assess learner evidence against ASDAN's **defined standards and learning outcomes** for each module or challenge.
- All assessments are carried out fairly, consistently, and in accordance with **ASDAN's assessment continuum** and quality assurance requirements.
- Staff involved in assessing ASDAN qualifications are **appropriately trained and standardised**, ensuring a shared understanding of assessment criteria and evidence expectations.

Internal Moderation

- Internal moderation ensures **accuracy, consistency, and fairness** of assessment decisions across the school.
- A named **ASDAN Internal Moderator(s)** is responsible for checking that assessment decisions meet ASDAN standards and that portfolios include sufficient, authentic, and valid evidence.
- Moderation meetings take place **termly** to standardise judgements and review samples of learner evidence across different pathways and qualifications.
- Feedback is provided to staff to support consistency and maintain high-quality assessment practice.

External Moderation (ASDAN)

ASDAN external moderation provides independent verification that assessment decisions made by the centre meet national standards of validity, reliability, and fairness. External moderation applies to both *non-accredited* and *qualification-based* programmes delivered at Alfreton Park School.

Non-accredited Programmes (LifeSkills Challenges and Towards Independence)

- All centres delivering **LifeSkills Challenges (LSC)** and **Towards Independence (TI)** must submit learner portfolios for external moderation once per academic year.
- Moderation can be completed **online via the ASDAN Online System (AOS)**, where learner evidence is uploaded digitally, or through a **postal submission**.
- The external moderator samples a range of portfolios across different pathways, levels, and assessors to ensure consistency of assessment judgements.
- The moderator verifies that evidence meets ASDAN assessment standards: authentic, valid, current, sufficient, and reliable.
- Following moderation, ASDAN issues a **Moderation Report** detailing:
 - The outcome of moderation (e.g., Approved, Approved with Actions, or Not Yet Approved).
 - Areas of good practice and required actions where applicable.
- Once actions are completed and standards are confirmed, ASDAN releases **certificates** for verified units and challenges.

Qualification-based Programmes (Personal Progress, Personal and Social Development, Employability)

- Centres delivering regulated ASDAN qualifications must undergo **annual external moderation** for each qualification.
- Moderation is completed either **remotely (digital submission)** or through a **face-to-face moderation visit** by an appointed ASDAN External Quality Assurer (EQA).
- The EQA reviews a representative sample of learner portfolios across assessors, units, and levels to ensure national standards are consistently applied.
- The EQA evaluates:
 - Accuracy and sufficiency of assessment evidence.
 - Authenticity and internal moderation processes.
 - Adherence to ASDAN qualification specifications and administrative requirements.
- A **Moderation Report** is provided following each visit, confirming outcomes and identifying any required actions or recommendations for improvement.
- Where required actions are identified, these must be completed within a set timeframe before certification can be released.
- Once approved, ASDAN **confirms certification** for all verified learners, and certificates are issued to the centre.

Centre Responsibilities

- Ensure that assessment evidence is fully completed, clearly cross-referenced, and internally moderated before external submission.
- Retain copies of all external moderation reports and implement any required actions as part of the centre's ongoing quality assurance process.
- Ensure that all assessors and internal moderators attend standardisation and refresher training to maintain consistency in assessment decisions.
- The Centre Coordinator is responsible for booking moderation windows and maintaining communication with ASDAN moderators throughout the process.

Roles and Responsibilities

ASDAN Centre Coordinator / QA Lead

Oversees the overall implementation and quality assurance of ASDAN programmes within the school.

Ensures all assessment and moderation procedures follow ASDAN requirements.

Coordinates staff training, internal moderation schedules, and submission deadlines.

Acts as the main point of contact between the school and ASDAN.

Reviews external moderation feedback and leads on any required centre actions or improvements.

Teachers / Assessors

Deliver ASDAN programmes (e.g. Personal Progress, LifeSkills Challenges, Towards Independence) as part of the curriculum.

Gather valid, authentic, and sufficient evidence of learners' achievements.

Assess learner work against ASDAN learning outcomes and record progress accurately.

Prepare portfolios for internal moderation and external submission.

Reflect on moderation feedback and adapt assessment practice accordingly.

Internal Moderator

Checks a representative sample of portfolios from each qualification to ensure consistent and accurate assessment across assessors.

Provides written and verbal feedback to assessors to support development and maintain standardisation.

Ensures that all amendments or re-assessments are completed before submission to ASDAN.

Maintains internal moderation records for audit and external moderation purposes.

External Moderator (ASDAN)

Independently reviews a sample of learner portfolios submitted by the centre.

Confirms that internal assessment decisions meet ASDAN national standards.

Provides a formal moderation report outlining outcomes, good practice, and any required actions.

Verifies learner achievements, which leads to ASDAN certification.

Senior Leadership Team (SLT)

Support the strategic implementation of ASDAN qualifications within the Post-16 curriculum.

Monitor assessment standards and learner outcomes across pathways.

Ensure adequate resourcing, staff training, and time for moderation and quality assurance.

Head Teacher and DSL: Josie O'Donnell

Deputy Headteacher and DSL: Emma Durham (internal moderator)

Assistant Headteachers and DSL: Peter Csizmadia, Leanne Squires

KS4 Teachers: Marco E. , Louise P. , Molly H.

Post-16 Lead: Peter Csizmadia (ASDAN coordinator, internal moderator, assessor and QA contact)

Post-16 Teachers: Robert Baines (Internal moderator, assessor) Alexa Burns (Lifeskills challenges guide)

Candidate Support (ASDAN Programmes and Qualifications)

The level of support that pupils receive is tailored to their individual needs, in line with ASDAN's principles of inclusion and accessibility. Support is designed to enable each pupil to demonstrate their knowledge, skills, and understanding without compromising the validity of assessment outcomes.

Pupils are identified by the ASDAN Coordinator for programme entry, with staff knowledge of the individual learner informing the number and selection of units. Class teams use their detailed understanding of pupils' abilities to make these decisions, rather than relying solely on formal assessment tools.

Our pupils are taught in small classes (maximum of 13), with a high staff-to-pupil ratio (minimum of three staff per class). This ensures that teachers and support staff have an in-depth understanding of each learner's needs and can provide differentiated support in line with ASDAN's guidance on reasonable adjustments.

The size of each learner's qualification is **personalised** to reflect their individual needs, abilities, and curriculum access. The number of units undertaken is carefully planned to ensure that the programme remains **meaningful, manageable, and delivered to a high standard of quality** within the available teaching time.

Unit selection is agreed collaboratively between the ASDAN Coordinator and class teachers to ensure alignment with the learner's curriculum pathway and PfA (Preparation for Adulthood) outcomes. Each unit carries a credit value, with one credit equivalent to approximately 10 hours of learning time. This enables flexible programme design, ensuring that each learner's qualification is achievable within the allocated Guided Learning Hours (GLH) while maintaining integrity and depth of learning.

Assessors follow assessment plans to ensure they are gathering valid and sufficient evidence for each unit. Evidence is drawn from a range of sources including:

The school's online evidence recording platform (Earwig).

Photographic evidence, pupil work samples, and annotated staff observations.

Transcripts of communication or sensory responses for learners working below formal levels.

All evidence is printed and compiled to create individual learner portfolios, which are internally moderated before external submission to ASDAN. Assessors and class TAs work collaboratively to ensure that portfolios are complete, clearly cross-referenced, and meet ASDAN assessment criteria.

All support provided to learners adheres to ASDAN's assessment principles, ensuring that:

Evidence is authentic, valid, current, and sufficient.

Assessment decisions are fair, consistent, and non-discriminatory.

Learners are given the opportunity to achieve and demonstrate progress at their own level.

Credit Transfer, Exemption, and Recognition of Prior Learning

Where pupils join Alfreton Park from another school or college, they may bring evidence of prior ASDAN achievements. If these units have already been externally moderated and certificated by ASDAN, the credits can be transferred directly to their new programme and do not require further moderation.

If the units have not yet been externally moderated, they will be internally verified by Alfreton Park staff and submitted for external moderation as part of the centre's next moderation cycle.

ASDAN must be notified of all credit transfers or recognition of prior learning (RPL) to ensure accurate certification records. This process ensures that all previously completed, valid learning is formally recognised and contributes appropriately to the pupil's continuing qualification.

Candidate Enquiries and Appeals – Alfreton Park School

Alfreton Park pupils have the right to appeal against their ASDAN qualification results. Appeals must be supported by parents/carers or teaching staff to ensure the student receives guidance throughout the process. All staff are made aware of this policy and how to access it to support students effectively.

1. Purpose

The ASDAN qualification is a celebration of each student's achievements. While it may not directly support transition to further education, the integrity of the grading process is important, and students have the right to challenge decisions they believe to be unfair.

2. Grounds for Appeal

Students may appeal if they believe:

There has been an administrative error,

The assessment criteria were not applied correctly, or

An unreasonable academic judgment has been made.

3. Initial Internal Appeal

If a student wishes to appeal a decision, the following steps should be taken within 10 working days of receiving the disputed result:

Discuss with the Teaching Staff

- The student should first speak to the member of staff responsible for teaching the qualification.
- The staff member must explain why the grade or mark was awarded.
- Re-marking
- If the student is not satisfied with the explanation, the work will be re-marked by another member of staff involved in the qualification.
- The outcome of the re-marking will be communicated to the student by letter within 2 weeks of the appeal.

- Documentation
- All internal investigations and outcomes will be documented and retained by the school.

4. Escalation to ASDAN

If the student wishes to continue the appeal beyond the centre:

- Contact the ASDAN Coordinator, who will:
- Provide information about the official ASDAN appeals procedure,
- Explain what is involved,
- Assist with completion of any forms, and
- Correspond with ASDAN on behalf of the student.
- Requirements for ASDAN Appeals
- Appeals must be submitted within 35 calendar days of receiving results.
- A Candidate Consent Form must be completed to confirm the student's agreement to submit the appeal.
- The centre must support the appeal for it to proceed.
- Independent Review
- If the outcome of the ASDAN appeal is unsatisfactory, the student has the right to request an independent review.

5. Staff Responsibilities

Ensure students and parents/carers understand the appeals process.

Document all internal appeals and their outcomes.

Provide timely communication to students regarding the progress and result of appeals.

Malpractice and Maladministration – Alfreton Park School

This part of the policy defines the procedures for addressing staff or candidate malpractice and maladministration in the assessment of ASDAN qualifications. Attempted or actual malpractice will not be tolerated.

1. Staff Malpractice

Definition:

Malpractice by staff includes any deliberate action that compromises the integrity of assessment, such as:

- Tampering with candidates' work prior to moderation/verification
- Assisting candidates beyond awarding body guidance
- Fabricating assessment, internal verification records, or authentication statements

- Procedure:
- Allegations will be coordinated by the Head of School, who ensures an investigation within 10 working days.
- Investigations establish facts; allegations are not assumed to be true. Interviews with staff and witnesses will be documented.

The staff member will be:

- Informed in writing of the allegation and supporting evidence
- Advised of possible consequences if malpractice is proven
- Given opportunity to respond in writing, seek advice, and submit supplementary statements
- Informed of the applicable appeals procedure
- Advised that serious cases may be reported to awarding bodies, regulators (Ofqual), police, or professional bodies
- Sanctions:
 - Written warning
 - Mandatory training or mentoring
 - Special conditions on future assessment involvement
 - Suspension from assessment duties
 - Dismissal for gross misconduct
- Appeals: Staff may appeal sanctions in line with the school's Appeals Policy.

2. Maladministration

Definition:

Maladministration is unintentional activity that leads to non-compliance with ASDAN requirements, typically relating to administrative or quality assurance procedures.

Examples:

- Incorrect registration of units
- Incorrect candidate names

Prevention:

- The Exams Officer creates entry records, checked by the relevant Head of Faculty before and after candidate entry
- Any errors are reported to the awarding body immediately

3. Candidate Malpractice

Definition:

Candidate malpractice includes any attempt to misrepresent work or break assessment rules, such as:

- Plagiarism
- Collusion with other learners
- Ignoring assessor instructions or using prohibited resources
- Altering results documents

Procedure:

- Suspected malpractice is discussed with the candidate, explaining the allegation.
- The candidate may respond before any decision is made.
- If accepted or proven, candidates may be allowed to repeat the assignment.

- Past assignments may be re-marked and rejected if similar malpractice is identified.
- Work submitted that is not the candidate's own may not be accepted by ASDAN for moderation or awarding.

Conflict of Interest Policy – Alfreton Park School

Definition:

A conflict of interest occurs when a staff member's personal, professional, or public interests could compromise their impartiality as a tutor, assessor, or internal moderator. ASDAN requires centres to identify and manage any potential conflicts that could affect internal assessments or qualification outcomes.

1. Examples of Potential Conflicts of Interest

This list is not exhaustive but includes situations such as:

- A staff member's family member is taking a qualification at the same centre
- A staff member is completing a qualification delivered and assessed by their own centre
- Tutors, assessors, or moderators working across multiple centres or private providers
- Involvement in appointment, promotion, supervision, or evaluation of someone with whom the staff member has a family connection
- Staff involved in assessment having family connections with a registered learner or their family

2. Procedure

- Staff must declare any actual or potential conflict of interest immediately to the Headteacher or ASDAN Coordinator.
- Each case will be addressed individually to remove the conflict and ensure fair, unbiased assessment for all candidates.

Review and Feedback

Purpose:

To ensure students, staff, and assessors receive timely, constructive feedback to support learning and maintain the quality of ASDAN assessments.

1. Student Feedback

Students receive ongoing formative feedback on work as they progress through their ASDAN award.

Feedback is given both during and after completion of tasks to support learning and achievement.

2. Internal Review

Following each round of internal moderation, the ASDAN Coordinator and class staff may hold review meetings.

Students may be involved in these meetings where necessary to discuss progress or clarify assessment decisions.

3. External Review

After external moderation, a review meeting is held to provide feedback to assessors.

An action plan is developed to address any issues and improve future assessment practice.

Appendix i: Conflict of interest declaration form



Conflict of Interests Declaration Form

I hereby declare that I am not aware of any potential conflicts that would undermine ability to fairly to participate in the delivery, assessment or moderation of the ASDAN qualification.

This may include, but is not exhaustive list:

- Working for a centre and a family member taking a qualification at the same centre
- Completing a qualification delivered and assessed by the centre
- Working with more than one centre or private training provider
- Partaking in the appointment, promotion, supervision or evaluation of a person with whom they have family connections with
- Having a family connection with an ASDAN registered learner or learner's family

If aware of a conflict of interest, or the potential for there to be one, staff must make this known as soon as possible to the Headteacher or Amy Naylor, Post-14 Curriculum and Accreditation Lead. This will be dealt with on an individual basis, seeking to remove the conflict of interest and to ensure fair assessment for all candidates.

Signed: _____

Date: _____

Appendix ii: Quality Assurance Cycle

Stage	Term / Timing	Key Activities	Responsibility	Evidence / Output
1. Planning & Standardisation	Start of Academic Year (Autumn 1)	<ul style="list-style-type: none"> Identify ASDAN programmes and qualifications to be delivered (e.g., PP, PSD, LSC) Curriculum mapping against PfA outcomes. Book external quality assurance moderation (End of June) Staff induction/refresher training. Standardisation of assessment approaches. Register new cohort by the end of October. 	Career Lead / QA Lead / Class Teachers	<ul style="list-style-type: none"> Assessment Plans Staff Training Records Standardisation Minutes
2. Delivery & Formative Assessment	Throughout Terms	<ul style="list-style-type: none"> Ongoing teaching and assessment within schemes. 	Career Lead/ Class Teachers / Support Staff	<ul style="list-style-type: none"> Learner Evidence Portfolios Session Records

		<ul style="list-style-type: none"> • Evidence gathered (photos, annotations, witness statements, student work). • Moderation within class teams. 		<ul style="list-style-type: none"> • Work Sampling Notes
3. Internal Moderation	December	<ul style="list-style-type: none"> • Sample learner evidence across pathways • Check consistency of assessment decisions. • Feedback given to teachers. • Identify gaps or over-assessment. 	Internal Moderator / QA Lead/ Career Lead	<ul style="list-style-type: none"> • Moderation Reports • Updated Portfolios
4. Internal Verification (IV)	Spring & Summer	<ul style="list-style-type: none"> • Formal internal verification against ASDAN standards. • Cross-check assessor decisions. • Complete IV forms. • Ensure evidence matches qualification requirements. 	IV Trained Staff / QA Lead /Career Lead	<ul style="list-style-type: none"> • IV Reports • Standardisation Records • Assessor Feedback
5. External Quality Assurance (EQA)	Annually (Summer Term)	<ul style="list-style-type: none"> • Submit selected learner portfolios for external moderation by ASDAN. • Provide centre policies, QA documentation, and sampling strategy. • Address any action points from previous EQA. 	Centre Coordinator / QA Lead /Career Lead	<ul style="list-style-type: none"> • EQA Feedback Report • Action Plan (if required)
6. Review & Improvement	End of Year (Summer 2)	<ul style="list-style-type: none"> • Evaluate delivery against learner outcomes. • Review staff feedback. 	SLT / QA Lead / Pathway Leads/Career Lead	<ul style="list-style-type: none"> • Annual QA Review • Improvement Plan • Updated Delivery Map

		<ul style="list-style-type: none">• Update policies/procedures.• Plan CPD and resource updates for next year.		
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Reference:

ASDAN Centre Guidance and Quality Assurance Handbook (2024–25)