

Better Lives Partnership



ASDAN Policy Handbook



Centre Number:37004

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Review Date:	November 2024
Shared with staff:	

Signature of Head of Centre:

A handwritten signature in black ink, appearing to read "Anne McEwan".

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1. Fair Assessment Policy

Statement of Assessment

- Better Lives Partnership aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential.
- The Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness. Better Lives Partnership will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Equality

Better Lives Partnership promotes equality of opportunity for and between diverse members of the organisations' community, including, disabled young people, staff, parents, women, men, the LGBTQIA+ community, and different racial groups within the school.

In order to do this, Better Lives Partnership establishes with all staff an overall vision of the duty to promote equality of opportunity for the young people, staff and parents.

We ensure that we will:

- a)** Eliminate discrimination and harassment on the grounds of
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Sexual orientation
 - Gender identity
 - Pregnancy or maternity
- b)** Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- c)** Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- d)** Promote positive attitudes towards disabled people.
- e)** Encourage participation of disabled young people, parents, staff and carers.

Better Lives Partnership's stance on equality is further outlined in the Equal Opportunities Policy.

Assessment

Assessment will be carried out using objective methods.

Assessors will use clear marking schemes and assessment criteria to determine the young peoples' achievement. Assessors will use marking schemes and assessment criteria provided by ASDAN. The students' work will be further internally verified to double check that the assessors have assessed the young people's work fairly and accurately.

Access

Young people and their families are made aware of the existence of this policy and have open access to it. It can be found on the organisations' website and paper copies will be given upon request.

All assessors 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, assessors 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 all support workers involved will be trained to deliver the qualification to a high standard.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and examinations will be according to the requirements of the awarding body.

Students can also expect:

- To be fully inducted when beginning ASDAN qualification 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 four 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, unless otherwise stated to the guidance from the awarding body. Therefore, students work may be discredited 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 which will follow the guidance of the relevant awarding body in accordance with Better Lives Partnerships' Malpractice Policy.

If a student feels they has been wrongly accused of cheating or plagiarism, they should be referred to the Appeals Procedures Policy.

2. Internal Moderation Policy

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

Better Lives Partnership will:

- Ensure that all assessment activities are valid, appropriate and fit for purpose
- 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 future development of good practice
- Carry out an annual evaluation and review of internal moderation policy and procedures

Better Lives Partnership's Internal Moderation and Internal Verification Process:

First Six Weeks of Term	<ul style="list-style-type: none"> • Establish numbers of students that will be accessing ASDAN Qualifications • Establish levels and identify courses that these candidates will work on • Buy sufficient Registrations for all candidates identified and Register candidates. Team Officer checks candidate details and supplies them to the central admin assistant for registration. • Allocate Internal Moderator (IM) to assessor(s) • IM to approve proposed assessments • IM to draw up sample plan • Book Moderations with ASDAN by end of October
Second Half of First Term	<ul style="list-style-type: none"> • Co-ordinator to ensure that all IMs and assessors have met • First round of formative internal moderation to be conducted. A copy of the feedback sheet (<i>Appendix A</i>) to

	<p>be given to the assessor and centre managed to be stored centrally in Centre Portfolio for audit purposes</p> <ul style="list-style-type: none"> • Meeting held to discuss issues arising from the first round of internal moderation. • Minutes taken at meeting (<i>Appendix B</i>) and copy given to assessor and centre manager for Centre Portfolio
First Half of Second Term	<ul style="list-style-type: none"> • Actions noted from previous meeting minutes to be signed off by Internal Moderator and Quality Assurance Contact • Quality Assurance Contact to conduct Quality Assurance Checks on first round of formative internal moderation. • Meeting held to discuss issues arising from Quality Assurance Checks • Minutes taken at meeting (<i>Appendix B</i>) and copy given to assessor, internal moderator and centre manager for Centre Portfolio
Second Half of Second Term	<ul style="list-style-type: none"> • Second round of formative internal moderation to be conducted • Copies of feedback sheets given to the assessor to be stored centrally in Centre Portfolio for audit purposes • Actions noted from previous meeting minutes to be signed off by Internal Moderator • Meeting held to discuss issues arising from third round of internal moderation and the plan for external moderation • Minutes taken at meeting and copy given to assessor for Centre Portfolio • Ensure that portfolios are ready for summative internal moderation
First Half of Third Term	<ul style="list-style-type: none"> • Co-ordinator to establish candidates and units to be put forward for external moderation • Summative internal moderation to be carried out and issues reported back to relevant assessors • Quality Assurance Contact to conduct Quality Assurance Checks on second round of formative internal moderation. • Meeting held to discuss issues arising from Quality Assurance Checks • Minutes taken at meeting (<i>Appendix B</i>) and copy given to assessor, internal moderator and centre manager for Centre Portfolio • Actions addressed and portfolios checked • Arrangements for external moderation made
Second Half of Third Term	<ul style="list-style-type: none"> • External moderation takes place • Meeting arranged with assessors and Internal Moderator to discuss feedback from external moderation and action plan put in place to address any issues • Minutes taken at meeting and copy given to assessor for Centre Portfolio

Standardisation

All Better Lives Partnership ASDAN moderators will take part in annual standardisation meetings to ensure that moderation is standardised across the organisation. A sample portfolio will be used. Moderators will highlight one great example and one example where they needed further evidence as part of the meeting.

Sampling

In the first year of the delivery of the qualification we aim to moderate all portfolio's.

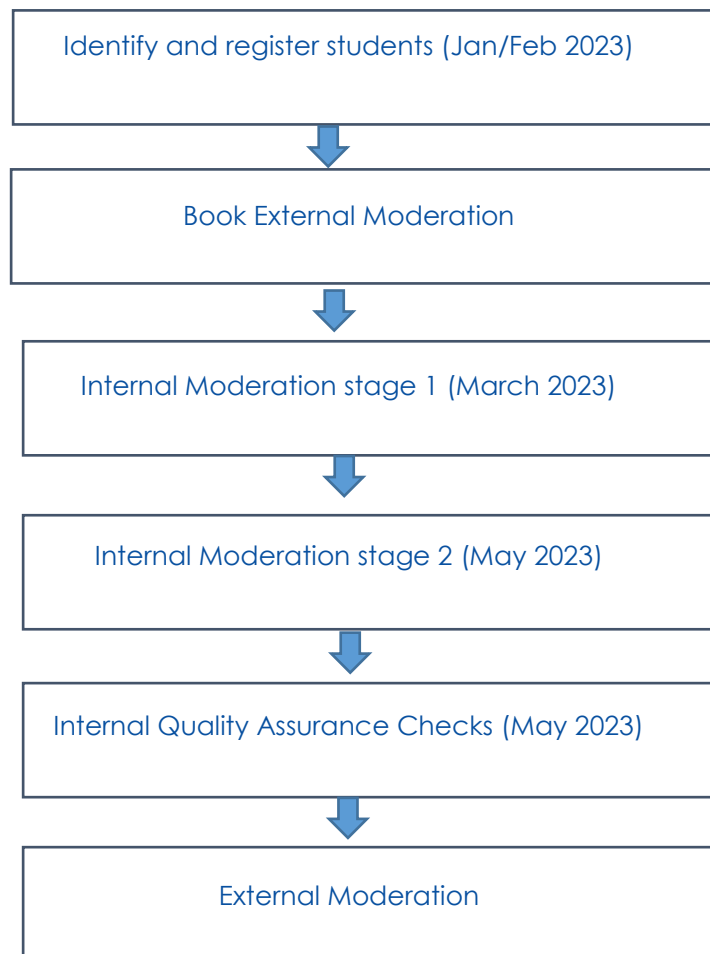
Each moderator will sample at least 20% of the courses they are responsible for and the Quality Control Contact will sample one portfolio from each assessor/moderator combination and each level.

Training

Better Lives Partnership has sent all staff for training in 2023. Thereafter, Training Staff will receive cascade training from more experienced staff complimented with ASDAN staff CPD.

Copies of CPD records of staff involved in the delivery and moderation of the ASDAN qualification will be kept in the ASDAN file.

Initial moderation flowchart



3. Appeals Policy

Introduction

This policy addresses the situation where students may wish to appeal against a grade they have received for a qualification.

Access

Young people and parents are made aware of the existence of this policy and have open access to it. It can be found on the organisations' website and paper copies will be given upon request.

All assessors 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, assessors and external organisations.

Policy Statement

All students at Better Lives Partnership 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 following procedure:

Stage 1 Candidate

- You must speak with your assessor and if an agreement cannot be met you must submit your appeal in writing.
- Normally this will be discussed immediately after you receive the assessment decision or within 2 working days. If you are unhappy with the outcome the appeal will be escalated to Stage 2.

Stage 2 Candidate and Assessor

- The Assessor will consider your reasons and look again at your work. They must then give you an immediate response within 2 working days which must be:
 - a) A clear explanation backed up with a written confirmation of the assessment decision and
 - b) A new decision or confirmation of the original decision
- If you agree with the Assessor's response then the appeal stops at that point.
- You must tell the Assessor if you are still unhappy with the decision whereupon your appeal will then be escalated to Stage 3.

Stage 3 Candidate, Assessor and Internal Moderator

- If you are still dissatisfied after Stage 2, the Assessor will give the Internal Moderator the following information:
 - a) The original assessment record and the candidate's evidence where appropriate
 - b) The written explanation and confirmation of the assessment decision

- The Internal Moderator will reconsider the assessment decision taking into account the following:
 - a) The candidate's reason for appeal
 - b) The candidate's evidence and associated records
 - c) The assessor's reason for the decision
 - d) The opinion the Internal Moderator

- The Internal Moderator will meet with you and your Assessor and give you the reconsidered decision in writing within 5 working days of receiving the appeal. If you are unhappy with the outcome the appeal will be escalated to Stage 4.

Stage 4 Candidate, Internal Moderator and ASDAN Regional Manager

- If you are still dissatisfied with the decision after stage 3 you have the right to ask for advice from the ASDAN Regional Manager.
- The Internal Moderator who acted at stage 3 will pass the following details to the Regional Manager within 24 hours of reaching stage 4:
 - a) The written explanation and confirmation of the assessment decision
 - b) The assessment record sheet(s)
 - c) Any written comments from the internal moderator

- You will be asked if you wish to speak to the regional manager. You may be represented or accompanied by a parent/ guardian or you may take a written submission. The Assessor who made the original decision will have a meeting with the line manager to answer any questions.
- The matter will be discussed in private at this level and the decision will be given to you in writing within 5 working days of the meeting. At the same time the decision will also be given to the Assessor, recorded and kept with all documents relating to the appeal.
- These records will be retained and made available to ASDAN if necessary.
- If you believe your work has been unfairly or inaccurately assessed there is a set procedure that you must use.

4. Malpractice and Maladministration Policy

Definition of Malpractice

Malpractice is defined as any deliberate activity, neglect, default or other practice that compromises the integrity of the assessment process, and/or the validity of our awards. Malpractice may include a range of issues from the failure to maintain appropriate records or systems to the deliberate falsification of records in order to claim certificates. Failure by a Centre to deal with identified issues may constitute malpractice.

Staff Malpractice

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 delivering of ASDAN qualifications.

Examples of 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

Staff Malpractice Procedure

Investigations into allegations will be coordinated by a member of the Senior Leadership Team 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 or they
- 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/they
- 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 including the GTC

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, Better Lives Partnership may impose the following sanctions:

- 1) Written warning:** 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
- 2) Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- 3) Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff
- 4) Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time
- 5) 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 organisations Appeals Policy.

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 participation of ASDAN qualifications.

Examples of 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 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 been specifically told not to use
- The alteration of any results document

If a member of staff 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/they will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the member of staff may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line the Appeals Policy.

Maladministration Policy

Maladministration is any activity, neglect, default or other practice that results in Better Lives Partnership or the candidate not complying with the specified requirements for delivery of ASDAN qualifications. Maladministration may or may not be deliberate. Malpractice and maladministration overlap.

To mitigate against errors in administration, or maladministration, the entry record will be created by the admin assistant and checked by the relevant Team Officer 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

Confidentiality and whistleblowing

Sometimes a person making an allegation of malpractice or maladministration may wish to remain anonymous. Although it is always preferable to reveal your identity and provide contact details, if a staff member is concerned about possible adverse consequences that may occur should their identity be revealed to another party then Better Lives Partnership will notify the awarding body of this.

Better Lives Partnership will always aim to keep a whistle-blower's identity confidential where asked to do so, although we cannot guarantee this.

The investigator(s) assigned to review the allegation will not reveal the whistle-blower's identity unless the whistleblower agrees or it is absolutely necessary for the purposes of the investigation (as noted above). The investigator(s) will advise the whistleblower if it becomes necessary to reveal their identity against their wishes.

A whistleblower should also recognise that he or she or they may be identifiable by others due to the nature or circumstances of the disclosure (for example the party which the allegation is made against may manage to identify possible sources of disclosure without such details being disclosed to them).

5. Conflict of Interest Policy

Definition of a conflict of interest: A conflict of interest is defined as a situation that has the potential to undermine the impartiality of a tutor, assessor, and internal moderator because of a person's self-interest, professional interest or public interest.

The aim of this policy is to ensure that:

- Any potential conflict of interest is identified at the earliest opportunity
- Agreed management is put in place where required
- ASDAN is notified of any identified conflict of interest and management put in place

Better Lives Partnership will:

- Send out conflict of interest declarations to all staff annually
- Upon disclosure of a conflict of interest the centre manager will agree management of the conflict of interest
- Send any conflict of interest declarations to ASDAN along with agreement management
- Store conflict of interest declarations centrally

Examples of a conflict of interest (this list is not exhaustive)

- A family member of a member of staff completes an award at the centre
- A staff member involved in the delivery, moderation or assessment of ASDAN qualifications at another centre.
- A member of staff is involved in the delivery of a similar qualification at another centre.

6. Statement on Candidate Support

Independent Personal Plan

All young people attending Better Lives Partnership have an Independent Personal Plan (IPP). The IPP sets out which aims the young person has with regards to their attendance as well as any courses they are taking.

- IPP's are reviewed every 6 months
- Prior to starting an ASDAN Qualification the tutor and the young person's keyworker will discuss and note any support the young person will require whilst completing the course.

7. Assessment Planning

All ASDAN qualifications follow the set Guided Learning hours as stated in the specification. Better Lives Partnership offers the Employability Qualification to any young person attending. Assessment plans for the Employability Qualification are in the process of being written.

8. Withdrawal Policy Statement

All qualifications and accredited learning opportunities delivered at Better Lives Partnership are reviewed on an annual basis. If a qualification or accredited learning opportunity is withdrawn this will be managed through a withdrawal plan which will consider the implications for attainment for the learners enrolled in the qualification and will include steps to minimise impact on learners and a plan for them to complete the qualification at another centre. Any communications with regards to the withdrawal will be completed in a timely manner.

Where the qualification is withdrawn by the awarding agency, portfolios will be assessed for transferring to a similar accredited award.

9. Organisation Chart

At Better Lives Partnership the young people have a choice of different accredited learning opportunities, through their Independent Personal Plans they are encouraged to choose the options that best suit them and their personal aims.

In October 2023 all staff at Better Lives Partnership attended the Employability inset day, staff who will be delivering the Employability Qualification all have experience in the delivery of structured courses.

At each site one member of staff will be responsible for the delivery and another member of staff will be responsible for the moderation of the Employability Qualification.

The Quality Assurance Contact will perform moderation checks for each site.

Assessment planning and lesson plans are provided centrally. Where a member of staff is absent another member of staff can use the lesson plans to deliver the planned sessions. If an absence is expected to exceed 4 weeks longer term cover will be agreed and where needed staffing update will be noted in the ASDAN file.

Better Lives Partnership Organisation chart

Board	Board of Trustees				
	Management Subgroup				
Senior Management	Carolyn Kennedy Director of Funding and Strategic ASDAN Quality Assurance Contact	Anne McEwan Project Co-Ordinator ASDAN Centre Manager, Internal Moderation Contact, Examinations Officer, Safeguarding Lead			Amanda Ansbro Office Manager ASDAN Finance Contact
Management Team		Allison Davies Team Officer Castle Douglas ASDAN Assessor and Internal Moderator	Karen O'Rourke Team Officer Stranraer ASDAN Assessor and Internal Moderator	Liz McWilliam Team Officer Dumfries ASDAN Assessor and Internal Moderator	
Site Team		Mel Kalkan ASDAN Assessor and Internal Moderator Claire Setz Employability Support workers (2) Mary Burns Support Assistant (1)	Megan Laurie Senior Support Worker(1) ASDAN Assessor and Internal Moderator Lauren Johnstone ASDAN Assessor and Internal Moderator Lara Duggan Danya McClorey Employability Support workers(3) Kerri Simpson Support Assistants (1)	Debbie Templeton ASDAN Assessor and Internal Moderator Katie Nolan Employability Support workers (2) Nadia Anderson Outreach and Employability Support Worker(1) Bea Last Creative Practitioner (1)	Kirsty Patterson HR Admin Assistant, Dumfries Monika Singh Stranraer Admin Assistant Claire Starritt Castle Douglas Admin Assistant
Support Staff		Sally Sharp Comms Officer			

10. Quality Assurance and Qualification Review

A quality Assurance review will be carried out annually by the centre manager and the quality assurance contact.

Feedback on any qualification offered at Better Lives Partnership is sought annually from assessors, moderators, staff members, young people and their families. Feedback from our stakeholders forms an important part in deciding what options we will deliver through our programmes.

Appendix

Appendix A

Feedback to Assessor Sheet

Candidate Name:		Date:
Assessor Name:		
Internal Moderator Name:		
Qualification Title:		
Unit (s) Moderated:		
Comments/Feedback on how Assessment / Evidence Meets the Standards:		
Comments / Feedback on Completion of Mandatory Paperwork:		
Assessor Signature:		Date:
Internal Moderator Signature:		Date:
Date Agreed for any Action Identified to be Completed by:		

Internal Moderator Signature to Confirm Action Completed:		Date:
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Appendix B

Minutes from Internal Moderation Meetings

Persons Present:	Date:
Issues Arising:	Action agreed / person (s) responsible:
Date agreed for next meeting:	