Access to Fair Assessment Policy

Aims of the Policy

The aim of this policy is to ensure that Turtle CYP has the systems and procedures in place to allow the provision of fair assessment, including reasonable adjustments for those with disabilities or learning needs (see relevant policy). These should reflect the needs of individual students and must also ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of all learning outcomes against the stated assessment criteria.

The policy also provides for special consideration to be given to students that experience temporary illness, injury or indisposition at the time of an assessment. This should allow them to demonstrate the achievement they are capable of for the units that are subject to special consideration.

Turtle CYP provides Level 2 Award in Youth Work Principles and Level 3 Diploma in Youth Work Practice which are accredited by NOCN. Turtle CYP has a duty to provide equality of opportunity as per Equality Act 2010 and fair access to assessment whilst maintaining these standards.

It should be noted that while this policy covers arrangements on an individual basis, sometimes making adjustments to assessments for all students, provided that they meet the learning outcomes and criteria is the most inclusive way to ensure equality of opportunity.

Scope of the policy:

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This policy applies to the following:

- Turtle CYP staff
- Assessors
- Internal Verifiers
- External verifiers
- Qualification regulators
- Awarding body – NOCN

What learners can expect from us:

Learners will receive an induction to each course and given information that can be shared with parents / guardians / carers / support personnel to help assist the learner. A copy of this policy and others relating to learners will be shared during learner induction sessions and is also accessible via our website; https://www.turtlecyp.co.uk/welcome-to-turtle-cyp/training/policies_and_procedures/

Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and at the start of each new unit.

To make information and guidance on assessment clear, accurate and accessible to all staff, candidates and external examiners, thereby minimising the potential for inconsistency of marking practice or perceived lack of fairness.

Only assess against taught material which relates to the learning and unit outcomes of the course. It is important that each assessment enables students to demonstrate they meet the intended learning outcomes as per awarding body instructions.

Provide every candidate with written feedback on individual assessments. See also Malpractice, Maladministration and Plagiarism Policy which relates to the need for all work to be the learners work.

We will ensure that assessment is operated fairly within programmes and for individual learners. This is through vigorous internal verification and external moderation as outlined by the awarding bodies.

In line with the guidance laid out within the awarding bodies “Reasonable Adjustments and Special Considerations Policy”, Turtle CYP will make reasonable

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adjustments for any candidate who has any difficulty in accessing the course or the course materials.

Role of the assessors:

Tutors and assessors must consider the follow points when determining suitable access arrangements:

- What arrangements are suitable for the qualification to ensure learners can meet the criteria?
- The Learners normal way of working (eg support normally given in lessons or the workplace)
- The details of how specific access arrangements would work in an assessment
- Whether evidence or an application to the Awarding Organisation is required to adapt the presentation of learners work.
- Any assistance from the Awarding Organisation that may be required to put the arrangements in place.

For our vocational qualifications learners must achieve the required number of unit credits to gain the full qualification. They must meet all the learning outcomes and assessment criteria. It may be possible to achieve a certificate of unit credit where the learner is not able to achieve the full qualification.

Linked policies:

- Equality & Diversity Policy
- Appeals Policy
- IQA Policy
- Reasonable Adjustments Policy for Learners
- Recognition of Prior Learning Policy

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