



1. Introduction

C-TAC is dedicated to ensuring fair, consistent, and transparent assessment processes that uphold the integrity of its educational programs. This Assessment and Awards Policy outlines the procedures for conducting assessments, awarding qualifications, and maintaining academic standards.

2. Assessment Principles

2.1. Fairness

- All assessments will be fair to learners, free from bias or discrimination.

2.2. Transparency

- Learners will have access to clear information regarding assessment criteria, expectations, and procedures.

2.3. Consistency

- Assessments will be consistent in their application and standards across courses and programs.

2.4. Validity

- Assessments will measure the intended learning outcomes and align with course objectives.

2.5. Reliability

- Assessments will yield consistent results when applied multiple times to the same learner or group.



2.6. Authenticity

- Learners will be required to submit authentic work that demonstrates their own knowledge and skills.

3. Types of Assessment

3.1. Formative Assessment

- Formative assessments are designed to provide ongoing feedback to learners and instructors during the learning process.
- They may include quizzes, assignments, discussions, and peer assessments.

3.2. Summative Assessment

- Summative assessments evaluate the overall achievement of learning outcomes at the end of a course or program.
- They may include final exams, projects, presentations, and practical assessments.

4. Assessment Methods and Materials

- A variety of assessment methods will be used to align with course objectives and meet the diverse needs of learners, through the use of PHECC approved assessment materials including Multiple Choice Question's & OSCE sheets.

5. Assessment Criteria

- Assessment criteria will be clearly defined and communicated to learners.
- They will reflect the learning outcomes and course objectives.



6. Grading

- Grading systems and scales will be consistent and transparent.
- Learners will receive feedback on their performance.

7. Awards and Qualifications

7.1. Award Criteria

- Learners who successfully meet the assessment criteria will be eligible for awards and qualifications.

7.2. Certification

- C-TAC will issue certificates to learners upon successful completion of programs, once Internal Verification has taken place and Certificates have through Results approval panel. C-TAC's Results approval panel policy is attached at 4.4.1.

8. Quality Assurance

- C-TAC will maintain rigorous quality assurance processes to ensure the validity and reliability of assessments.

9. Records

- Records of assessments, grades, and awards will be maintained securely in accordance with data retention policies.

10. Appeals and Grievances

- Learners will have the right to appeal assessment decisions or lodge grievances related to assessment processes.



11. Compliance

- C-TAC will comply with all relevant educational quality assurance standards and regulations.

12. Review and Revision of Policy

- This policy will be reviewed regularly to ensure its effectiveness and alignment with current educational practices and quality assurance standards.





1. Introduction

C-TAC are committed to providing equal tuition and learning opportunity at all students. We understand that there may be occasions where reasonable accommodation is required by students to ensure an inclusive and equitable education environment. It is therefore essential to have strategies for adapting assessments for students with disabilities.

2. Purpose and Scope:

- The purpose of this adapted procedure is to ensure a fair, equitable and tailored approach to assessments whilst ensuring that learning outcomes and assessment criteria are met.
- This procedure applies to any learner who seeks reasonable accommodation or alternative assessment.

3. Considerations

The following considerations may be utilised by C-TAC to adapt assessments for students with disabilities:

Individualised Education Plan (IEP):

- Consultative preparation and review of the student's IEP to understand specific accommodations and modifications that may be required for assessments.



Flexible Timing:

- Provide extended time for students who require it due to a disability. This can be particularly beneficial for tasks involving reading, writing, or processing information.

Alternative Formats:

- Offer assessments in alternative formats such as audio, large print, or electronic formats. This is particularly helpful for students with visual or reading disabilities.

Assistive Technology:

- Consider the use of assistive technology devices or software that the student may require, such as screen readers, speech-to-text software, or alternative input devices.

Sensory Considerations:

- Create a comfortable and sensory-friendly environment for assessments, considering factors like lighting, noise levels, and seating arrangements.

Clear Instructions:

- Ensure that instructions are clear, concise, and easily understood. Provide additional explanations or clarification if needed, and consider using visual aids.

Oral Assessment:

- For students with writing difficulties, consider allowing oral responses or the use of a scribe to assist with written components.



Breaking Tasks into Smaller Parts:

- Divide assessments into smaller, more manageable parts to reduce cognitive load and allow students to focus on specific skills.

Alternative Assessment Methods:

- Explore alternative assessment methods that better align with a student's strengths and abilities. This should be done in conjunction with the awarding body to ensure compliance with exam regulations. This could include continuous assessment, or practical demonstrations instead of traditional written exams.

Use of Visuals:

- Incorporate visuals, diagrams, or graphic organisers to assist students in organising their thoughts and expressing their understanding.

Peer Support:

- Allow students to work with a peer or a designated support person if social interaction is beneficial for their learning process.

Feedback and Reinforcement:

- Provide constructive feedback and reinforcement, focusing on the student's strengths and progress, which can be motivating and supportive.

Regular Check-Ins:

- Conduct regular check-ins to understand the student's progress and any challenges they may be facing. Adjustments can be made accordingly.



Professional Development for Educators:

- Ensure that educators are trained and knowledgeable about various disabilities, accommodations, and strategies to support students effectively.

4. Implementation

Communication

- C-TAC will ensure collaboration and communication between the learner, Course Director and Tutor. we will clearly outline a plan for education prior to course commencement.

Assistance and Support

- We will determine the level of assistance and support required.

Mobility and Accessibility:

- We will Consider the mobility and accessibility needs of disabled learners. We will ensure that training stations and equipment are easily accessible, and that there are clear pathways for individuals with mobility aids.

Communication Preferences:

- C-TAC will ask and understand communication preferences or challenges the learner may have. Some disabled individuals may have difficulty expressing pain or discomfort verbally, so it's important to for us be observant and attentive.



Emergency Evacuation Plans:

- C-TAC will develop and communicate emergency evacuation plans that take into account the specific needs of disabled learners. We will ensure that these plans are known and practiced.

Respect and Dignity:

- C-TAC will treat disabled learners with respect and dignity throughout the assessment process. We will ensure that they are involved in decision-making and that their preferences and autonomy are respected.

Individualised Education Plan (IEP):

- C-TAC will provide an IEP for each disabled learner prior to commencement of training, This will clearly map the learners training and assessment plan.

Feedback

- C-TAC will seek and welcome feedback which will be reviewed and used to assist in future planning.

Review

- This policy will be reviewed each time it is used, to ensure compliance and fairness.

Specific adaptations will vary based on individual needs, it is crucial to collaborate with the student, their parents, and any relevant specialists to create a tailored approach. C-TAC will at all times ensure that we maintain the academic standards expected of students, ensuring alignment with Educational Training Standards.

1. Introduction

This policy outlines the principles and procedures for the Results Approval Panel (RAP) at Coffey Training & Certification (C-TAC) regarding Pre-Hospital Emergency Care Council (PHECC) approved courses. The policy ensures that the assessment and certification process is conducted with integrity, transparency, and in accordance with PHECC standards.

2. Objective

To provide a structured approach for the validation and approval of course results, ensuring that all learner assessments are fair, consistent, and in line with the PHECC's guidelines.

3. Scope

This policy applies to all PHECC approved courses offered by C-TAC.

4. Panel Composition

- **Chairperson:** A senior member of the CTAC staff, preferably with experience in PHECC courses.
- **External Examiner:** An independent expert in pre-hospital emergency care education.
- **Course Coordinator:** The coordinator of the specific PHECC course.
- **Administrator:** A staff member responsible for documentation and communication.



5. Responsibilities

- **Reviewing Assessment Results:** Ensure all assessments are graded according to the set criteria and standards.
- **Ensuring Compliance:** Confirm that the course and assessments comply with PHECC requirements.
- **Addressing Discrepancies:** Investigate and resolve any discrepancies in assessment results.
- **Approval of Results:** Formally approve the results before they are released to learners.
- **Record Keeping:** Maintain comprehensive records of meetings, decisions, and approved results.

6. Meeting Frequency

- The RAP shall convene at least once a week, to allow for a timely approval and certification process.

7. Confidentiality

- All discussions and documents handled by the RAP are confidential and should be treated accordingly.

8. Appeals Process

- Outline the procedure for learners to appeal their results, ensuring fairness and transparency.

9. Policy Review

- This policy will be reviewed annually or as required to accommodate changes in PHECC guidelines or internal procedures.