

# MY OASIS

Therapeutic Alternative Provision

## Assessment Polices Specific to ASDAN Qualifications and Awards 2025/2026

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Next Review: September 2026



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MY OASIS  
THERAPEUTIC ALTERNATIVE PROVISION

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# Access to a Fair Assessment Policy

## Statement of Assessment

At My Oasis Therapeutic Alternative Provision (TAP) and Independent School, we aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential.

Our Assessment Policy reflects our commitment to ensuring our students flourish and progress academically, emotionally, socially and physically.

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

## Access

Students are made aware of the existence of this policy and have open access to it.

It can be found online at: [www.my-oasis.uk](http://www.my-oasis.uk)

All staff 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, staff 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 teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to the awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body.

## Students can also expect:

- To be fully inducted onto a new course and given information that can be shared with parents/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 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 they have been wrongly accused of cheating or plagiarism, they should be referred to the ASDAN Appeals Policy.

### **Access Arrangement: Reasonable Adjustments and Special Consideration**

A candidate's access arrangements requirement will be determined by the Appointed Assessor for Access Arrangements for My Oasis.

#### **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.

My Oasis Therapeutic Alternative Provision will adhere to the ASDAN guidance for access arrangements.

# Equality Statement

My Oasis promotes equality of opportunity for and between diverse members of the school community, including students, staff, parents/carers, 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 students, staff and parents/carers.

## **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 people who do not share it.
- Promote positive attitudes towards disabled people.
- Encourage participation of all students, parents/carers and staff.

My Oasis provides a personalised approach to learning. All students who attend the school have a Personalised Learning Plan (PLP). All students will have the opportunity to participate in accreditations or awards determined by their pathways and educational needs. Therefore, all students will have equal opportunities to access and gain qualifications which are appropriate to them. In order to do this, My Oasis establishes with all staff an overall vision of the duty to promote equality of opportunity for all our students.

# Withdrawal Policy

## **Reasons for withdrawing a qualification**

There are a number of 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.

## **My Oasis qualification withdrawal process**

### **Decision to withdraw**

All current My Oasis qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires.

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 Headteacher.

### **Managing the Withdrawal**

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work.

#### **The plan will:**

- Specify how the interests of learners 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 sets out to define 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 Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regard to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing off 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 teacher 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 will be given the opportunity 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 have the opportunity to give their side of the story before any final decision is made.

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.

# Student Appeals Policy (ASDAN)

## Introduction

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

All students at My Oasis 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:

1. If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
2. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.
3. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
4. The student will be informed of the outcome of the re-marking by letter.
5. If the student wants to continue the appeal, they need to contact the exams officer, who will provide the student with information about the appeals procedure. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.

Please note: a student must have the support of the centre to be able to appeal against a result.

## Appeals Procedure

If a student or their parent/carer would like to appeal against an assessment decision, a meeting will be hosted at My Oasis with all parties concerned and evidence of work and the moderation decision will be made clear.



# Staff Malpractice and Maladministration Policy

## 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 assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally.

This 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

Investigations into allegations will be coordinated by the Headteacher, 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 them and informed of what evidence there is to support the allegation.
- Informed of the possible consequences, should malpractice be proven, and 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 them.
- 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.

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 any or all of the following: candidates, centre staff and 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 Headteacher 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.

# ASDAN Conflict of Interest Policy

A potential Conflict of Interest is a person who has a personal interest in the result of the assessment (e.g. where a student is related to or a friend of the assessor).

All new My Oasis staff are asked to sign a declaration during induction and when a new student referral is made. My Oasis staff will report such conflicts of interest in order that the school can make arrangements for the relevant part of the assessment to be subject to scrutiny by another person. Where there is a perceived conflict of interest, the following procedure will apply to avoid adverse effects.

- My Oasis will report a perceived conflict of interest, at the earliest opportunity, to the ASDAN Head of Quality Assurance.
  - The identified conflict of interest will be investigated by the Headteacher and HR Lead.
  - The next steps will vary according to the nature of the perceived conflict.

The individual(s) involved in the conflict will be contacted to provide further details, along with any independent “witnesses”, and an assessment will be made of the situation, in particular any actions that need to be taken to mitigate the adverse effects that might occur.

A full record of the investigation and decisions will be made and kept, and a report will be provided to the centre.

Where adverse effects are thought to have occurred, ASDAN will be informed at the earliest opportunity.

## **Moderation and Conflict of interest within ASDAN procedures**

Conflict of Interest is defined by Ofqual (General Conditions of Recognition). In relation to assessment and internal moderation, it is important that as part of the Centre Approval Process:

- All centres acknowledge the potential for conflicts of interest and take reasonable steps to ensure that no assessment is carried out by a person who has a personal interest in the outcome (e.g., a family member or friend of the assessor or candidate).
- Any identified conflicts of interest must be reported so that ASDAN can arrange for the relevant assessment to be independently reviewed or moderated by another qualified individual.

# Staff Recruitment, Induction and Development Statement

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

Staff at My Oasis responsible for leading ASDAN qualifications will have had the appropriate training, will engage with regional meetings, and will keep their training up to date. Other staff teaching the courses will receive cascade training from the ASDAN Coordinator.

## My Oasis Therapeutic Alternative Provision Organisation Chart

Charlotte Lowe  
**Headteacher**

Hanna Zielonacka (Beauty), Dale Bannister (PE), Lily Partington (Attendance), Charlotte Lowe (Behaviour),  
Julia Zielonacka (Admin), Michael Wood (Outreach Service Manager)  
**Leads**

Charlotte Lowe,  
**Designated Safeguarding Lead**

Julia Zielonacka  
**Deputy Designated Safeguarding Leads**

## Internal Moderation Policy

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

It is the responsibility of all staff to participate 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 tutors/assessors and 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 record-keeping.
- 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.

**Internal Moderation & Quality Assurance at My Oasis**

At My Oasis, internal moderation is completed as a whole school. At these meetings, a sample of work is looked at across all student abilities and all curricula, which is looked at by all staff.

Internal moderation and Quality assurance specific to ASDAN will be reviewed after the academic year and altered as required to give the best practices within My Oasis. If a small number of students are completing the courses each academic year, the sample will include all students who will be completing the ASDAN course that academic year and at least two other students from years 1 & year 2 of the program.

# Review and Feedback Statement

In the first instance, feedback on ongoing and completed work will be given to students as part of regular formative assessment as they progress through the relevant ASDAN award.

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

After external moderation has taken place, a review meeting will be held. Feedback will be given to tutors and assessors, and an action plan will be put in place to further develop practice and address any issues arising.

At the end of each academic year, a curriculum review will be held by the SLT and the governing board.