Alexdd
Training

Access to Fair Assessment Policy

Policy Statement

This policy covers Alex D&D Training ltd requirements for Equality of Opportunity, Diversity and considerations for Special Access and Particular Assessment Requirements for learners. The policy details Alex D&D Training ltd commitment to Equality of Opportunity and Diversity.

As a Further Education Training Centre, we must have in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments. These should reflect the needs of individual learners and must also ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of learning outcomes against the stated assessment criteria.

Statement of Assessment

- We aim to provide a variety of qualifications which provide all Learners with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.
- Access arrangements allow Learners to show what they know and can do without changing the demands of the assessment. For example, using readers, scribes and Braille question papers. Access arrangements are agreed before an assessment. They allow Learner with special educational needs, disabilities or temporary injuries to access the assessment.

Access

Learners are made aware of the existence of this policy and have open access to it. It can be found on the learners e learning account web page and online though the Training Centre website, and on the Training Centre intranet under Policies.

All tutors 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 Learners, tutors and external organisations.

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What Learners can expect from us:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the Awarding Organisations requirements.
- All Learners assessment 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 Awarding Organisations instructions.
- Externally marked assessments, tests and exams will be according to the requirements of the Awarding Organisation.

Learners can also expect:

- To be fully inducted onto a course/qualification and given information that can be shared with employers, parents and carers if required.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assessments/assignments are set.
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.

  Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant Awarding Organisation, and where applicable RPL/APL to be applied, including RQF Credit Transfer.

  Teachers (anyone involved in the assessment of learners) must consider the follow points when determining suitable access arrangements:
- What arrangements are suitable for the qualification?
- 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,
- Any assistance from the Awarding Organisation that may be required to put the arrangements in place.

  For specific vocational qualifications (this will be explained in the learner's induction onto the course), learners must achieve the required number of unit credits in order 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.

  Where health and safety forms part of the qualification requirements the learner will need to provide evidence that they can meet the learning outcomes of the qualification. Assumptions about health and safety implications must be avoided; where there is reason to think that circumstances there is a risk for the learner then Alex D &D training must carry out and document a full risk assessment. This must be referenced to individual circumstances and carried out by a competent and qualified

person. This must take account of any access arrangements which might reduce or remove the risk.
If there is any doubt about the acceptability or appropriateness of an access arrangement, then Alex D & D Training will consult with the appropriate Awarding Organisation.

Learners with learning difficulties

- Diagnostic assessments of reading, comprehension, writing, spelling or cognitive processing, as appropriate, should have been given.
- Specialist teachers / educational psychologists should keep on file in the centre the tests which were given.
- The assessments that are needed will vary, depending on whether up to 25% extra time is being requested, a reader or a scribe is needed. For example, if Alex D & D Training centre is applying for a reader and no other arrangements, we do not need to include the results of a spelling test. Where an assessment requires the learner to demonstrate practical competence or where criteria must be met fully, or in the case of qualifications that confer a Licence to Practice, it may not be possible to apply special consideration. Special consideration should not give the learner an unfair advantage; the learner's result must reflect his/her achievement in the assessment and not necessarily his/her potential ability.

Cheating and Plagiarism

A fair assessment of Learner's work can only be made if that work is entirely the Learner's own. Therefore, Learners can expect an Awarding Organisation to be informed if:

- The learner is found guilty of copying, giving or sharing information or answers, unless part of a joint project.
- The learner uses an unauthorised aid during an assessment, test or examination.
- The learner copies another learner's answers during an assessment, test or examination.
- The learner talks during an assessment, test or examination (unless required to do so for the assessment, test or examination).

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant Awarding Organisation and/or JCQ (Joint Council for Qualifications).
If a Learner feels he/she has been wrongly accused of cheating or plagiarism, then they have the right to be referred to the Complaints Policy.
Procedures
Alex D&D training must consider any access arrangements that may be required before a learner is enrolled on to a qualification. An arrangement must not invalidate

the learning outcomes or assessment criteria and where possible must reflect the learner's normal way of working within the training environment or workplace.
General guidance

- Access arrangements must be put in place before the learner begins any assessment.
- Alex D&D Training must make sure access arrangements are suitable for the assessment before the learner starts working on it.
- A learner must not receive marks for something somebody else has done. For this reason, a practical assistant is not usually permitted in practical units.
- External Quality Assurers from Awarding Organisations must be able to sample the work of any learner selected for sampling at the centre. This means in some cases (eg where the learner has produced work in Braille); Alex D&D Training must produce a transcript.
- Health and Safety may be a concern for some qualifications, and this must be taken into consideration when agreeing suitable access arrangements.
- Where an access arrangement has been put in place, the Internal Quality Assurer (IQA) must ensure that records are kept for quality assurance purposes.

Special Consideration

Special consideration may be given following a dated examination for learners who are present for the examination but may have been disadvantaged, for example, by temporary illness or adverse circumstances during the assessment. Where an assessment requires a competence, criterion or standard to be met fully or in the case of a Licence to Practise it may not be possible to apply special consideration.
Teacher's responsibilities
Teachers (anyone involved in the assessment of learners), must consult the Awarding Organisations requirements for Access to Fair Assessment, and follow the specific guidance in their Access Arrangements and Reasonable Adjustments Policy.
Teachers (anyone involved in the assessment of learners) must communicate with Alex D&D Training's Exams team and ensure that any Access Arrangements and/or Reasonable Adjustments are passed onto to the Exams team for approval and processing with the Awarding Organisation.

Review frequency: Annual
Lead Officer: Head of Quality Improvement
Senior Manager Responsible: Head of Centre