



Yorkshire and Humber
TEACHER TRAINING

Access to Fair Assessment Policy

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Policy Statement

This policy covers Yorkshire and Humber Teacher Training (YHTT)'s requirements for Equality of Opportunity, Diversity and considerations for Special Access and Particular Assessment Requirements for learners. The policy details Sirius Academy West's commitment to Equality of Opportunity and Diversity.

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. 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 access to it.

All tutors/assessors are made aware of the contents and purpose of this policy. This policy is reviewed bi-annually and may be revised in response to feedback from Learners, tutors and external organisations.

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 tutors involved will be fully trained.
- Assessments will be carried out fairly and according to Awarding Organisations instructions.

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 QCF Credit Transfer.

Tutor/Assessors (anyone involved in the assessment of learners) must consider the following 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.

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, in particular circumstances, there is a risk for the learner then YHTT 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 YHTT will consult with the appropriate Awarding Organisation.

Language other than English/Welsh/Irish (Gaelige)

There is an implicit assumption that someone holding a certificate in England will have a competence in English at least to the level of the qualification. This is reflected in the regulations laid down by Ofqual and the other qualification regulators, as appropriate.

For learners whose first language is not English, Welsh or Irish (Gaelige), it is not sufficient for them to be competent to operate only in the context of their first language. The Ofqual document 'Regulatory Arrangements for the Qualifications and Credit Framework (2008)' has regulations in place for the assessment being carried out in languages other than English; Welsh or Irish (paragraph 5.21, page 31). This document applies to all accredited qualifications within the QCF. It has a further statement that it is the Awarding Organisations responsibility to ensure that '...lack of proficiency in English, Welsh or Irish (Gaelige) does not prevent the learner from properly carrying out the role that is supported by the qualification' (paragraph 5.21(b) page 31).

If assessment is carried out in a language other than English, Welsh or Irish (Gaelige), clear evidence must be provided that the learner is also competent in English, Welsh or Irish (Gaelige) to the standard required for competent performance throughout the Great Britain.

Evidence of need

YHTT must keep evidence on file for access arrangements. Awarding Organisations may ask to see copies of the evidence held for specific learners. YHTT must keep copies of access arrangements confirmations from the Awarding Organisations.

The learner should always be consulted by the centre before an access arrangement is made by YHTT, or an application is submitted to the Awarding Organisation.

Learners with learning difficulties

Learners who enrol on the apprenticeship without recent evidence of need will need to apply for disability support allowance. Diagnostic assessments of reading, comprehension, writing, spelling or cognitive processing, as appropriate, will be given as part of the assessment for disability support allowance.

Where an assessment requires the learner to demonstrate practical competence or where criteria have to 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

YHTT 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 learners 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.
- YHTT 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); YHTT 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.

Tutor/Assessor's responsibilities

Tutor/Assessor's (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.

Tutor/Assessors (anyone involved in the assessment of learners) must communicate with the YHTT Admin Team and ensure that any Access Arrangements and/or Reasonable Adjustments are passed onto to the Admin Team for approval and processing with the Awarding Organisation.