

Fair Access to Assessment Policy

General policy statement

At Welcome Skills, our Fair Access to Assessment policy is based on the concepts of equality, diversity, clarity, consistency and openness. These values underpin our relationship with learners, employers and training providers. All learners and potential learners should be able to enter and successfully participate in their programme in pursuit of their learning objectives. It is our intention to plan assessment, which is fair, accessible and do not include any unnecessary barriers to entry.

Initial and Diagnostic Assessment

All learners should complete an initial Diagnostic Assessment to aid identification of support needs for qualifications being worked to. Once identified it is essential that the necessary support is put in place for the learner to progress.

On-going monitoring of the support should be carried out by the IQA in conjunction with the learner and, where necessary the Centre Manager to update the Individual Learning Plan. Where available, the Centre Manager will draw down additional funding support. This will inform the learners' Individual Learning Plan and assist staff in the guidance and counselling of individuals towards their qualification.

Reasonable Adjustments and Special Consideration

Reasonable adjustments

These are planned alterations to the regular assessment practice in order to ensure fair access to assessment for learners. Examples of individuals who may require reasonable adjustment include, but is not limited to:

- Learners with Special Educational Needs
- Learners with disabilities (visible and non-visible)
- Learners who have incurred an injury which inhibits their ability to undertake assessment

If a learner meets the criteria, reasonable adjustment will be applied. Examples of reasonable adjustment may include, but are not limited to:

- Extra time, for example one third above the time indicated within the standard, for an learner with dyslexia to undertake the knowledge test
- A large-font knowledge test for learners with sight issues
- A hearing loop for learners with limited hearing to use during the Professional Discussion

Principles of making Reasonable Adjustments

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These principles should be followed when making decisions about a learner's need for adjustments to assessment and the adjustment: -

- should not invalidate the assessment requirements of the qualification
- should not give the learner an unfair advantage
- should reflect the learner's normal way of working
- should be based on the individual need of the learner

Special Considerations

It may, on occasion, be appropriate for post-assessment considerations to be made in order to ensure a learner has had a fair opportunity to undertake assessment.

Examples of situations which may require special consideration include, but are not limited to:

- Temporary illness
- An accident or injury which inhibits access to assessment
- Bereavement
- A disturbance during the examination

Both of the methods used in undertaking assessments are on-demand methods of assessment. Therefore, it is unlikely that an assessment would proceed, should a cause for special consideration arise, prior to a special consideration being applied for. However, if assessment is undertaken, the learner may be afforded additional merit after their assessment.

Special consideration should not give the learner an unfair advantage, nor should its use cause the achievement to mislead regarding an learner's achievements. The learner's result must reflect their achievement in the assessment and not necessarily their potential ability.

Special consideration, if successful, may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Requirements for People with Special Educational Needs, Learning Difficulties or Disabilities (SEND)

Welcome Skills is committed to Equality of Opportunity and therefore wants to ensure that, where possible, applicants with special educational needs, learning difficulties or disabilities have access to the qualification system.

Welcome Skills ensures that all staff are aware of the document and are trained to support applicants meeting this requirement.

Policy Statement

Welcome Skills is committed to providing equal access and fair assessment to all learners during their training. In order to achieve this:

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Welcome Skills will ensure that:

- we take all reasonable steps to identify and support any specific assessment needs before the assessment takes place
- Arrangements are made to meet the particular assessment needs of learners where possible.
- Ensuring that all end-point assessments are developed to be representative of the learners enrolled on their qualification with Welcome Skills including ensuring that there are no features of the assessments that could disadvantage any learners that have a particular protected characteristic or barriers to entry other than those directly related to the purpose the assessment is trying to gauge
- Ensuring fairness in our application of all access arrangements for assessment
- Assessment is open to all who have the potential to meet the entry requirements of the ship.
- Monitoring of participation and achievement takes place and any remedial action which may be required is identified.
- Any discriminatory or biased practice is acted upon and access to assessment is positively promoted.
- Assessment systems and guidance do not restrict access to assessment.
- Ensuring that learners with a protected characteristic are neither advantaged nor disadvantaged in end-point assessments in comparison to learners who do not share that characteristic, ensuring that all achievement in end-point assessments is comparable.
- Ensuring that adequate monitoring and review of equality and diversity throughout the process of developing and delivering end-point assessment products and services.
- Providing environment access were required – ramps, booking appropriate venues etc.

Assessment of Prior Learning and Achievement (Qualifications Only)

APL/APA is a process by which individuals can gain credit towards qualifications based on evidence from their past achievements. It facilitates the assessment and formal certification of current competence based on evidence drawn from past experience and enables individuals to identify new paths for learning and development.

Welcome Skills Limited will recognise learners past experience and achievements and identify if any opportunities are available to provide evidence for their chosen qualification.

Appeals

If you wish to appeal against a decision to decline requests for reasonable adjustments or special consideration arrangements, please refer to Welcome Skills's Appeals Policy.

General

This policy should not be read in isolation, but is designed to be read in conjunction with Welcome Skills's Equality and Diversity Policy, Safeguarding Policy, Teaching and Learning Policy, Appeals Policy

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