ACCESS TO FAIR ASSESSMENT POLICY

1. This policy covers Sheldrake Training requirements for Equality of Opportunity, Diversity and considerations for special access and particular assessment requirements for learners. The policy details Sheldrake Training commitment to Equality of Opportunity and Diversity.

2. As a training and assessment provider Sheldrake Training must have in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments, for all learners. 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

3. At Sheldrake Training:

   a. 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.

   b. Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency, and openness.

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

4. Access arrangements allow learners to show what they know and can do without changing the demands of the assessment. For example, through use of readers and scribes where permissible. Access arrangements are agreed before an assessment, and they allow a learner with special educational needs, disabilities, or temporary injuries to access the assessment.

Access

5. Learners are made aware of the existence of this policy and have open access to it. All Sheldrake Training coaches; mentors and teachers are also 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.

6. What Learners can expect from us:

   a. We aim to ensure that all assessment of work is carried out fairly and in keeping with the Awarding Organisations requirements.

   b. All assessment work will be assessed fairly against the qualification standards and coaches, mentors and teachers involved will be fully trained.

   c. Internal assessments will be carried out fairly and according to Awarding Organisations Instructions.

7. Learners can also expect:

a. To be fully inducted onto a course/qualification and given information that can be shared with employers if required.

b. Learning outcomes, performance criteria and other significant elements of learning and assessment will made clear at the outset of the course and when assessments and/or assignments are set.

c. To be given appropriate assessment opportunities during the course, with feedback provided on the quality of the work.

d. Where equivalents and exemptions can be applied, Sheldrake Training will ensure this is pursued with the relevant Awarding Organisation, and where applicable prior learning to be applied, including QCF Credit Transfer.

8. Teachers/coaches, mentors and IQAs (anyone involved in the assessment of learners) must consider the following points when determining suitable access arrangements:

a. What arrangements are suitable for the qualification?

b. The learner's normal way of working (e.g. support normally given in lessons or the workplace).

c. The details of how specific access arrangements would work in an assessment.

d. Whether evidence or an application to the Awarding Organisation is required.

e. Any assistance from the Awarding Organisation that may be required to put the arrangements in place.

9. For specific vocational qualifications (this will be explained to the learner at induction, learners must achieve the required number of unit credits 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.

10. 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 certain circumstances there is a risk for the learner then Sheldrake 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 Sheldrake Training will consult with the appropriate Awarding Organisation.

Language other than English

11. 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 (Gaelic), it is not sufficient for them to be competent to operate only in the context of their first language. The OFQUAL Handbook '' has regulations in place for the assessment being carried out in languages other than English. This document applies to all accredited qualifications within the RQF. It has a further statement that it is the

Awarding Organisations responsibility to ensure that:

'An awarding organisation must ensure that all Learners taking its qualifications in England are assessed in English, except to the extent that the use of another language is permitted by this condition. A Learner taking a qualification may be assessed in British Sign Language where it is permitted by an awarding organisation for the purpose of Reasonable Adjustment. A Learner taking a qualification may be assessed in any other language where it is one of the primary objectives of the qualification – (a) for the Learner to gain knowledge of skills in, and understanding of that language, or (b) to support a role in the workplace, providing that proficiency in English is not required for the role supported by the qualification.

Where an awarding organisation makes available a qualification in more than one language, the awarding organisation must take all reasonable steps to ensure that assessments in different languages ensure a consistent Level of Demand. Learner lack of proficiency in English should not prevent the learner from properly carrying out the role that is supported by the qualification. If assessment is carried out in a language other than English, clear evidence must be provided that the learner is also competent in English to the standard required for competent performance throughout Great Britain.

Evidence of Need

12. Sheldrake Training must keep evidence on file for access arrangements on file, along with any confirmations from Awarding Organisations. The relevant learner should always be consulted before an access arrangement is made by Sheldrake Training, or an application is submitted to the Awarding Organisation.

Learners with Learning Difficulties

13. Diagnostic assessments of reading, comprehension, writing, spelling, or cognitive processing, as appropriate, will be given to ascertain the type and extent of the learner's difficulties. The assessments that are needed will vary, depending on whether up to 25% extra time is being requested, or a reader or a scribe is needed. Sheldrake Training has specialist teachers who will be able to give advice on any provision to be made for learners.

14. Where an assessment requires the learner to demonstrate practical competence or where criteria must be met fully, 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

15. 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:

a. The learner is found guilty of copying, giving, or sharing information or answers, unless part of a joint project.

b. The learner uses an unauthorised aid during an assessment, test, or examination.

c. The learner copies another learner's answers during an assessment, test, or examination.

d. The learner talks during an assessment, test, or examination (unless required to do so for the assessment, test or examination).

16. All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant Awarding Organisation. If a learner feels they have been wrongly accused

of cheating or plagiarism, then they have the right to be referred to Sheldrake Training Complaints Policy. Learners and teachers should note Sheldrake Training Cheating and Plagiarism Policy when any allegations of this kind are made.

Procedures

17. Sheldrake Training must consider any access arrangements that may be required before a learner is enrolled on to a qualification or assessment. 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.

18. Staff should adhere to the following general guidance:

a. Access arrangements must be put in place before the learner begins any assessment.

b. Sheldrake Training must make sure access arrangements are suitable for the assessment, before the learner starts working on it.

c. 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.

d. External Quality Assurers from Awarding Organisations must be able to sample the work of any learner selected for sampling at the centre.

e. Health and Safety may be a concern for some qualifications, and this must be taken into consideration when agreeing suitable access arrangements.

f. Where an access arrangement has been put in place, the Qualification Lead, or Internal Quality Assurer (IQA) must ensure that records are kept for quality assurance purposes.

19. Teachers, coaches, mentors or IQAs (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. They must also communicate with their Programme Manager for approval and ensure that any Access Arrangements and/or Reasonable Adjustments are processed with the Awarding Organisation.

Special Consideration

20. 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 it may not be possible to apply special consideration.

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