

ACCESS TO FAIR ASSESSMENT POLICY

POLICY STATEMENT

This policy covers All In One Learning Centre CIC requirements for Equality of Opportunity, Diversity and considerations for Special Access and Particular Assessment Requirements for learners. The policy details All In One Learning Centre CIC commitment to Equality of Opportunity and Diversity.

As a Training Provider, 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 the 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

- Learners are made aware of the existence of this policy and have open access to it. It can be found on our website at <https://allinonelearningcentre.co.uk> 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.

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 Learner's 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 Organisation's 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 are 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.

ACCESS TO FAIR ASSESSMENT

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 Learner's normal way of working (e.g. 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 All In One Learning Centre 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.

LEARNERS WITH LEARNING DIFFICULTIES

- Diagnostic assessments of reading, comprehension, writing, spelling or cognitive processing, as appropriate, should have been carried out by their GP and the students should be referred by All In Learning Centre.

ALL IN ONE ACCESS TO FAIR ASSESSMENT

- 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 All In One Learning Centre CIC 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 have to be met fully, or in the case of qualifications that confer a License 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.

PROCEDURES

All In One Learning Centre must consider any access arrangements that may be required before a learner is enrolled on 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.
- All In One Learning Centre 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.
- Health and Safety may be a concern for some qualifications and this must be taken into consideration when agreeing on 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 License to Practice 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 the All In One Learning Centre Exams team, and ensure that any Access Arrangements and/or Reasonable Adjustments are passed onto the Exams team for approval and processing by the Awarding Organisation.