



The Youth Development Academy

Access to Fair Assessment Policy

Policy Statement

This policy covers The Youth Development Academy's requirements for Equality of Opportunity, Diversity and considerations for Special Access and Particular Assessment Requirements for learners. The policy details Academy'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. For example, through the use of 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' VLE Portal and also on the Academy's website.

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 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 Organisation 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 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.
- To know 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/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)
- 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 in particular circumstances there is a risk for the learner then The Youth Development Academy 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 The Youth Development Academy will consult with the Awarding Organisation.

Evidence of need

The Youth Development Academy must keep evidence on file for access arrangements. An Awarding Organisation may ask to see copies of the evidence held for specific learners. The Academy must keep copies of access arrangements confirmations from the Awarding Organisation.

The learner should always be consulted by the centre before an access arrangement is made by The Youth Development Academy, or an application is submitted to the 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.

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 Practise, 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 a 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. 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

The Youth Development Academy must consider any access arrangements that may be required before a learner is enrolled onto 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.
- The Youth Development Academy 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 the Awarding Organisation must be able to sample the work of any learner selected for sampling at the centre.
- 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 Organisation 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 Youth Development Academy's Exams team, and ensure that any Access Arrangements and/or Reasonable Adjustments are passed on to the Exams team for approval and processing with the Awarding Organisation.

Policy Review

This policy will be reviewed on an annual basis, or if there is a change in legal or other business related requirement.

Review date	Description	Reviewed by	Next Review date
08 July 2019	Access to Fair Assessment Policy	SMT Team	06 July 2020