
Access to Fair Assessment Policy

Policy Statement

This policy covers Step4Training Ltd.'s requirements. It is concerned with student equality of opportunity, diversity, and specific access and assessment needs. This policy outlines Step4Training Ltd.'s Equality of Opportunity and Diversity obligations.

As Training service providers, we must have in place the required systems and procedures to enable access mechanisms, including adequate coordination. These must reflect the requirements of the individual learner and ensure that assessments continue to provide informed, reliable, and consistent judgements on learning outcomes accomplishment in accordance with defined assessment standards.

Statement of Assessment

- We are devoted to offering a variety of certifications that will allow all learners to attain their full potential in the most suitable and direct manner possible.
- Our evaluation policy is founded on the principles of justice, diversity, clarity, consistency, and transparency.
- We will do everything possible to guarantee that the evaluation is fair and non-discriminatory.

Students can use access methods to demonstrate what they know and can perform without affecting their assessment criteria. For example, with the use of readers, scribes, and Braille question forms. Accept the terms of access before proceeding with the evaluation. Pupils with special education requirements, as well as students with impairments or temporary injuries, can take assessments.

Access

This policy is known to students and is available to the public. It is detailed in our policy, which is available on our website at <https://www.step4training.co.uk>. This policy's content and purpose are known to all instructors. This policy is evaluated on a yearly basis and is subject to modification depending on comments from students, teachers, and outside groups.

What Learners can expect from us:

- We work hard to ensure that all performance assessments are handled fairly and in compliance with the awarding body's standards.
- All student assessment activities are fairly evaluated in accordance with qualifying requirements, and the teachers engaged have received extensive training. The
- Internal evaluation is done fairly and in compliance with the awarding body's instructions.
- External Evaluation The requirements of the awarding organisation govern assessments, tests, and exams.

Learners can also expect:

- To be completely enrolled in a course/qualification and provided with information that may be shared with employers, parents, and caregivers as needed.
- Learning goals, performance standards, and other important aspects of learning and assessment should be made explicit at the start of the course and when assessments/assignments are assigned.
- To be provided with suitable evaluation opportunities throughout the course, as well as feedback on the quality of work.
- We shall pursue equivalents and exemptions with the relevant Awarding Organization, and where available, RPL/APL, including QCF Credit Transfer, will be implemented.

When evaluating appropriate access arrangements, teachers (or anybody engaged in the evaluation of learners) must examine the following points:

- What are the best arrangements for the qualification?
- The Learners' usual method of operation (e.g., support normally given in lessons or the workplace),
- In an evaluation, the specifics of how certain access arrangements would function,
- Regardless of whether documentation or an application to the Awarding Organization is necessary,
- Any support from the Awarding Organization that may be necessary to set up the arrangements.

Learners must obtain the appropriate amount of unit credits in order to gain the entire qualification for certain occupational qualifications (this will be mentioned during the learners' introduction onto the

course). They must fulfil all of the learning objectives and assessment requirements. Where a student is unable to complete the entire qualification, a certificate of unit credit may be provided.

Where health and safety are part of the qualification criteria, the learner must produce proof that they can satisfy the qualification's learning goals. Assumptions concerning health and safety implications must be avoided; if there is cause to believe that there is a danger for the learner in specific circumstances, Step4Training Ltd. Training must conduct and document a comprehensive risk assessment. This must be tailored to the client's needs and carried out by a competent and trained professional. This must take into consideration any access arrangements that may decrease or eliminate the danger.

If, there are any doubts regarding the acceptability or suitability of an access agreement, the relevant Awarding Organisation has to be approached and contacted.

Language other than English/Welsh/Irish (Gaelige)

There is an underlying presumption that anyone holding a certificate in England will be fluent in English at the level of the certification. This is reflected in the regulations established by Ofqual and the other qualification authorities, if applicable.

It is not sufficient for learners whose first language is not English, Welsh, or Irish (Gaelige) to be proficient merely in the context of their first language. The paper 'Regulatory Arrangements for the Qualifications and Credit Framework (2008)' by Ofqual contains requirements for assessment in languages other than English, Welsh, or Irish (paragraph 5.21, page 31). This document applies to all QCF-accredited credentials. It further states that it is the duty of the Awarding Organization to ensure that 'lack of competence in English, Welsh, or Irish (Gaelige) does not hinder the learner from adequately carrying out the function that is supported by the qualification' (paragraph 5.21(b) page 31).

If assessment is conducted in a language other than English, Welsh, or Irish (Gaelige), clear proof must be produced that the learner is also competent in English, Welsh, or Irish (Gaelige) to the standard necessary for competent performance across the United Kingdom.

Evidence of need

For access agreements, training must retain evidence on file. Awarding Organizations may request copies of proof for specific learners. Step4Training Ltd must retain copies of the Awarding Organizations' confirmations of access arrangements.

Before NOCN makes an access, agreement or submits an application to the Awarding Organisation, the centre should always engage with the learner.

Learners with learning difficulties

- Diagnostic tests for reading, comprehension, writing, spelling, and cognitive processing, where applicable, should have been administered.
- The exams that are administered should be kept on file in the centre by specialist instructors or educational psychologists.
- The evaluations required will vary based on whether up to 25% more time is requested, a reader, or a scribe is required. For example, if Step4Training Ltd is applying for a reader and no additional arrangements, the results of a spelling test are not required.

It may not be practicable to apply special consideration if an assessment requires the student to demonstrate practical competence or where requirements must be completed completely, or where credentials give a Licence to Practice. Special consideration should not provide the learner an undue edge; the learner's outcome should represent his or her success in the assessment rather than his or her prospective ability.

Cheating and Plagiarism

A fair evaluation of the Learner's work can only be done if it is wholly the Learner's own. As a result, learners can expect an Awarding Organization to be notified if:

- Unless part of a shared endeavour, the learner is deemed guilty of copying, providing, or exchanging information or answers.
- During an assessment, test, or examination, the learner employs an unauthorised help.
- During an assessment, test, or examination, the student duplicates the answers of another learner.
- During an evaluation, test, or examination, the learner speaks (unless required to do so for the assessment, test or examination).

All claims of cheating and plagiarism will be investigated thoroughly in accordance with the guidelines of the relevant Awarding Organisation and/or JCQ (Joint Council for Qualifications).

If a Learner believes he or she has been wrongfully accused of cheating or plagiarism, he or she has the right to file a complaint with the Complaints Policy.

Procedures

Before a student is enrolled in a qualification, Step4Training must evaluate any access arrangements that may be necessary. An arrangement must not invalidate the learning goals or assessment criteria, and it must, to the greatest extent feasible, mirror the learners' typical method of working within the training setting or workplace.

General guidance

Before the learner begins any assessment, access arrangements must be made.

- Step4Training must ensure that the access arrangements are appropriate for the assessment before the learner begins working on it.
- A learner should not be graded for something that someone else has done. As a result, in most practical units, a practical assistant is not authorised.
- External Quality Assurers from Awarding Organizations must be allowed to sample the work of any learner who has been designated for sampling at the centre. This implies that in some circumstances (for example, if the student has created work in Braille), Step4Training must create a transcript.
- Some credentials may have health and safety concerns, which must be considered when determining appropriate access arrangements.
- When an access arrangement is in place, the Internal Quality Assurer (IQA) must ensure that records for quality assurance purposes are retained.

Special Consideration

Following a dated examination, learners who are present but may have been disadvantaged, for example, by brief sickness or poor circumstances during the assessment, may be granted special consideration. Where an assessment requires a competency, criteria, or standard to be completely satisfied, or in the case of a Licence to Practise, special consideration may not be feasible.

Teacher's responsibilities

Teachers (or anyone participating in the assessment of learners) must review the Awarding Organization's standards for Access to Fair Assessment and follow the particular advice in their Access Arrangements and Reasonable Adjustments Policy.

Teachers (or anyone participating in learner assessment) must interact with Step4Training's Exams team and ensure that any Access Arrangements and/or Reasonable Adjustments are handed on to the Exams team for approval and processing with the Awarding Organisation.

Linked Policies

- Equality, Diversity and Inclusion Policy

Review frequency: Annual

Lead Officer: Head of Quality Improvement

Senior Manager Responsible: Operations Director