

Access to Fair Assessment Policy and Procedure

IETTL has in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments. These reflect the needs of individual learners and ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of all learning outcomes against the stated assessment criteria.

IETTL will arrange for special consideration to be given to learners who experience temporary illness, injury or indisposition at the time of an assessment. This should allow them to demonstrate the achievement they are capable of.

The guidance sets out:

- The principles which should be followed when making decisions about adjustments to assessment
- The procedures which should be followed when making adjustments to assessment requirements

IETTL has a duty to ensure that the integrity of our qualifications, and assessments is maintained at all times. IETTL has a duty to ensure that the rights of individual learners to access qualifications and assessment in a way most appropriate for their individual needs are upheld. Disability and equal opportunity legislation and the regulatory criteria give support and guidance to IETTL to assist with creating an inclusive assessment process.

NB where the terms ‘access-related needs’ or ‘access-related issues’ are used in this guidance, they refer to any entitlement to access the assessment process resulting from legislation, regulation, or good practice, provided that the standards of the assessment are maintained.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the reliability and validity of the assessment outcomes, but may involve:

- Changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity
- Adapting assessment materials, such as providing materials in Braille
- Providing assistance during assessment, such as a sign language interpreter or a reader
- Re-organising the assessment room, such as removing visual stimuli for a learner with autism
- Changing the assessment method, for example from a written assessment to a spoken assessment

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the units and qualification. The work produced by the learner will be marked in the same way as the work of other assessed learners.

IETTLO is only required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence should be taken into consideration.

Different types of assessment make different demands on the learner and will influence whether reasonable adjustments will be needed and the kind of reasonable adjustment which may be put in place.

The adjustments that are appropriate for a particular assessment will depend upon:

- The specific assessment requirements of the qualification
- The type of assessment
- The particular needs and circumstances of the individual learner

To facilitate access where there is evidence of need, IETTLO may allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:

- Are generally commercially available
- Reflect the learner's normal way of working
- Enable the learner to meet the specified criteria

- Do not give the learner an unfair advantage

IETTL may present assessment materials or documents in a way that reflects the learner's normal way of working and enables him or her to meet the specified assessment criteria, for example, materials do not have to be in written format, unless specified by the assessment requirements.

IETTL may allow the learner to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria, for example, answers or evidence do not have to be in written format unless specified by the assessment criteria.

IETTL will adopt a flexible approach in identifying alternative ways of achieving the assessment requirements.

The outcome produced by the learner must at all times:

- Meet the requirements of the specifications regardless of the process or method used
- Be as rigorous as assessment methods used with other learners
- Be assessable
- Be able to be moderated or verified

In the case of long-term illness of an individual learner or when a permanent health condition/disability means a learner's completion of assessment takes additional time it may be possible to permit an extension to the deadline for the submission of work for certification.

The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence will be considered when the learner is first accepted onto a programme.

Where there is an identified need, the learner may present their evidence in any format as long as it enables them to demonstrate that they have met the specified assessment criteria. For example, a learner may present their evidence through the medium of Braille, or on video. Alternatively, oral questioning or witness statements may replace written responses. Where evidence is produced in Braille or signed onto video, it is IETTL's responsibility to ensure that a person who is suitably qualified in Braille or sign language is available to translate the material for the internal verifier and Quality Reviewer if this is required.

The learner must fulfil the demands of the criteria, regardless of method used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted.

The learner may use any mechanical or electronic aids which are available in the workplace or which are commercially available in order to demonstrate competence.

For example, these may include specially adapted equipment or assistive technology.

IETTL will provide the necessary resources to enable a learner with access-related needs to produce evidence of developing the portfolio.

All adjustments will be consistent with the learner's normal way of working and must not give the learner an unfair advantage over others.

Any adjustment to assessment will be based on what the learner needs to access the assessment. Below are some examples of learner needs that may be adjustments to assessments. This list is not exhaustive and it should be noted that some learner needs will fall within more than one of the categories set out below:

- Communication and interaction needs
- Cognition and learning needs
- Sensory and physical needs
- Behavioural, emotional and social needs

The learner will be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by a particular impairment. Many of these learners will be defined as being disabled under the Equalities Act 2010.

An adjustment to assessment should only be considered where the difficulty experienced places the learner at a substantial disadvantage, in comparison with persons who are not disabled. Where the difficulty is minor, the centre should assist the learner by offering help with study and assessment skills.

A learner does not necessarily have to be disabled (as defined by the Equalities Act 2010) to be entitled to reasonable adjustments to assessment. Every learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The learner may have developed coping mechanisms which minimise or remove the need for assistance.

IETTL is responsible for ensuring effective internal procedures for identifying learner's needs and that these procedures comply with the requirements of Equalities legislation.

IETTL:

- Identifies those learners who are having difficulties or are likely to have difficulties accessing assessment
- Identifies whether reasonable adjustments may be needed
- Identifies the appropriate adjustment

In order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving him or her an unfair advantage over others, IETTL ensures clarity about the extent to which the learner is affected by the disability or difficulty.

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, IETTL will provide additional evidence of the effect of the impairment on the learner's performance in the assessment. Any of the following types of evidence are acceptable. IETTL will decide which of these will best assist understanding of the learner's situation:

- Evidence of assessment of the learner's needs in relation to the particular assessment, made within the centre by the relevant member of staff with competence and responsibility in this area; staff include learning support staff, teaching staff, trainers, assessors and other specialist staff. If necessary, external experts may be called upon to assess the learner.

This evidence will include an indication of how IETTL plans to meet the learner's needs and will show that the candidate can cope with the level and content of the assessment. The evidence will be documented for audit purposes.

- History of provision within the centre. This should include information about the support received by the learner during the learning or training programme and during formative assessments. Evidence of the way in which the learner's needs are being met during the learning programme should be documented for audit purposes;
- Written evidence produced by independent, authoritative, specialists. This could take the form of medical, psychological or professional reports or assessments. These reports should state the name, title and professional credentials of the person who wrote the report. The report should set out the nature of the difficulty and extent to which the learner is affected by the difficulty, including the effects of any medication that the learner may be taking. In cases where it might be expected that there could be changes in the way the learner is affected by the difficulty, there will have to be recent and relevant evidence of assessments and consultations carried out by an independent expert.

A learner with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the qualification should be taken into account. The reasons for the statement may have only limited effect on achievement in the assessment.

Adjustments to assessments will most commonly be needed for assessments which are taken under constrained/examination conditions. A list of reasonable adjustments is organised under the following headings.

Extra Time	Applied to examination based assessment. Extra time should not be allowed where its use will invalidate the assessment criteria. Extra time should not give the learner an unfair advantage over others. The amount of extra time must be realistic.
Supervised rest breaks	IETTL will ensure that both the learner and his/her work is supervised during the break. The duration of the break should not be deducted from the assessment time. Rest breaks should not be allowed where their use would invalidate the assessment criteria.
Changes in organisation of the assessment room	IETTL will consider the needs of each individual learner and, where possible, arrange the assessment room to suit the learner.
Separate accommodation within the centre	IETTL will ensure that, where learners are accommodated separately for assessments taken under examination conditions, usual examination separate invigilation is arranged.
Taking the assessment at an alternative venue	For assessments taken under examination conditions, standard examination be in place at the alternative venue and the standard procedures for security of assessment material and despatch of the learner's work should be followed.
Use of coloured overlays, low vision aids, tinted spectacles etc	The learner should be familiar with how the aid works. The use of aids should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.
Use of assistive technology	The learner should be familiar with how the assistive technology works. The assistive technology should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.
Use of bilingual dictionaries and bilingual	The use of a bilingual dictionary should not give the learner an unfair advantage over other learners or invalidate the assessment criteria.

translation dictionaries	
Responses using electronic recording devices	Recording the learner's responses electronically should not be allowed where it will invalidate the assessment requirements. IETTL will ensure that the appropriate recording equipment is provided in full working order. The learner using recording equipment should be accommodated separately, with separate invigilation, where its use will disturb other learners.
Reader	The centre should check that the use of a reader is the most appropriate arrangement to enable the learner to undertake the assessment. The centre should select a reader and fully brief him/her on their responsibilities. A separate invigilator should be present when a reader is used. A reader should not be allowed where such use would invalidate the assessment requirements.
Scribe	The centre should check that the use of scribe is the most appropriate arrangement to enable the learner to undertake the assessment. The centre should select a scribe and fully brief him/her on their responsibilities. A separate invigilator should be present when a scribe is used.

IETTL will keep records for audit purposes where they are permitted to agree reasonable adjustments.

Each request for special consideration will be unique to each learner or assessment.

A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- Performance in an assessment is affected by circumstances beyond the control of the learner for example recent personal illness, accident, bereavement, serious disturbance during the assessment
- Alternative assessment arrangements which were agreed in advance of the assessment prove inappropriate or inadequate
- Part of an assessment has been missed due to circumstances beyond the control of the learner
- There is a sufficient difference between the part of the assessment to which special consideration is applied and other parts of the qualifications that have been achieved to infer that the learner could have performed more successfully in the assessment.

A learner will not be eligible for special consideration if:

- No evidence is supplied by the learner at the time of the assessment of a particular condition
- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence
- Preparation for a component is affected by difficulties during the course, for example disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

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.