



Access to Fair Assessment Policy

Policy Statement

This policy covers LEC Ltd Training Academy requirements for Equality of Opportunity, Diversity and considerations for Special Access and Particular Assessment Requirements for learners. The policy details LEC Ltd Training Academy 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 achievement of learning outcomes against the stated assessment criteria.

Legislation and Regulatory Framework

This policy is informed by, and operates in accordance with, relevant legislation and national guidance, including but not limited to:

- The **Equality Act 2010**, which places a duty on providers to make reasonable adjustments for learners with protected characteristics
- **Ofqual General Conditions of Recognition**
- Awarding Organisation Access to Fair Assessment and Reasonable Adjustments policies (including EAL)
- Joint Council for Qualifications (JCQ), where applicable

London Electrical College Ltd will ensure that access arrangements and reasonable adjustments do not compromise the validity, reliability or integrity of assessment outcomes and are implemented in line with these statutory and regulatory requirements.

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 our website www.harrymoodle.com. It is also added to the website www.londonelectricalcollege.com.

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 Organisations 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 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.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant Awarding Organisation, and where applicable RPL to be applied.

Teachers (anyone involved in the assessment of learners) must consider the following 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 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.

For specific vocational qualifications (this will be explained in the learners 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 LEC Ltd Training 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 LEC Ltd Training Academy will consult with the appropriate Awarding Organisation.

Language other than English/Welsh/Irish (Gaelige)

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 (Gaelige), it is not sufficient for them to be competent to operate only in the context of their first language. The Ofqual document 'Regulatory Arrangements for the Qualifications and Credit Framework (2008)' has regulations in place for the assessment being carried out in languages other than English; Welsh or Irish (paragraph 5.21, page 31). This document applies to all accredited qualifications within the QCF. It has a further statement that it is the Awarding Organisations responsibility to ensure that '...lack of proficiency in English, Welsh or Irish (Gaelige) does not prevent the learner from properly carrying out the role that is supported by the qualification' (paragraph 5.21(b) page 31).

If assessment is carried out in a language other than English, Welsh or Irish (Gaelige), clear evidence must be provided that the learner is also competent in English, Welsh or Irish (Gaelige) to the standard required for competent performance throughout the Great Britain.

Evidence of need

LEC Ltd Training Academy must keep evidence on file for access arrangements. Awarding Organisations may ask to see copies of the evidence held for specific learners. LEC Ltd Training Academy must keep copies of access arrangements confirmations from the Awarding Organisations.

The learner should always be consulted by the centre before an access arrangement is made by LEC Ltd Training 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.
- 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 LEC Ltd Training Academy is applying for a reader and no other arrangements, we do not need to include the results of a spelling test. Documentation confirming the diagnosis of any disability for which a learner has requested additional time in an exam must be provided to LEC prior to submitting the request to the awarding organisation as supporting evidence.

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 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.

Cheating and Plagiarism

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:

- 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

LEC Ltd Training Academy must consider any access arrangements that may be required before a learner is enrolled on to 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.

Procedure for Applying Access to Fair Assessment

London Electrical College will apply access arrangements and reasonable adjustments through the following process to ensure fairness, consistency and compliance with awarding organisation requirements:

Step 1 – Identification of Need

Access needs are identified at enrolment, induction, or as soon as a learner discloses a need or presents supporting evidence.

Step 2 – Evidence and Learner Consultation

The learner is consulted, and appropriate evidence is reviewed to confirm the nature of the access requirement, in line with awarding organisation guidance.

Step 3 – Assessment of Suitability

Tutors, assessors and the Internal Quality Assurer (IQA) consider whether the requested access arrangement is appropriate for the qualification and does not compromise assessment validity, reliability or integrity.

Step 4 – Awarding Organisation Approval (where required)

Where required, an application for access arrangements or reasonable adjustments is submitted to the awarding organisation for approval prior to assessment.

Step 5 – Implementation and Recording

Approved access arrangements are implemented as agreed and recorded securely for quality assurance and audit purposes.

Step 6 – Monitoring and Review

The effectiveness of access arrangements is monitored through Internal Quality Assurance processes, learner feedback and awarding organisation sampling activity. Adjustments may be reviewed if learner needs or qualification requirements change.

General guidance

- Access arrangements must be put in place before the learner begins any assessment.
- LEC Ltd Training 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 Awarding Organisations must be able to sample the work of any learner selected for sampling at the centre. This means in some cases (eg where the learner has produced work in Braille); LEC Ltd Training Academy must produce a transcript.
- 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 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 LEC Ltd Training Academy Exams team, and ensure that any Access Arrangements and/or Reasonable Adjustments are passed onto to the Exams team for approval and processing with the Awarding Organisation.

Staff Training and Continuous Professional Development (CPD)

London Electrical College Ltd is committed to ensuring that all staff involved in the assessment of learners are appropriately trained and competent to implement access arrangements and reasonable adjustments in line with awarding organisation and regulatory requirements.

All assessors, tutors, Internal Quality Assurers (IQAs), invigilators and relevant administrative staff will:

Receive training on Access to Fair Assessment, reasonable adjustments and special consideration as part of their induction

Undertake regular refresher training and Continuing Professional Development (CPD) relevant to assessment practice and learner support

Be kept up to date with changes to awarding organisation guidance, regulatory requirements and centre procedures

Records of staff training and CPD will be maintained by the centre and reviewed as part of internal quality assurance and staff performance processes.

Monitoring and Review of Fair Access

The effectiveness of access arrangements and reasonable adjustments will be monitored through London Electrical College Ltd's internal quality assurance processes.

Monitoring will include:

- Review of access arrangements during IQA sampling and standardisation activities
- Checks that agreed arrangements are implemented consistently and recorded accurately
- Review of learner feedback and complaints relating to assessment access
- Consideration of EQA feedback and awarding organisation reports

Any issues identified will be addressed through corrective action, staff guidance, or additional training as appropriate.

This policy will be reviewed annually, or earlier where required, to ensure it remains current, effective and compliant with regulatory and awarding organisation requirements.

Linked Policies: Equality, Diversity and Inclusion Policy