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**Families and Babies (FAB)**

**Access to Fair Assessment Policy**

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

Special consideration must be given to learners that experience temporary illness, injury or indisposition at the time of assessment. This should allow them to demonstrate the achievement they are capable of for the units that are subject to special consideration.

**Definition of Reasonable Adjustments**

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 an assessment situation.

These adjustments must not affect the reliability and validity of the assessment but may involve:

* Changing usual arrangements, for example allowing extra time for a learner to complete an assessment
* Adapting assessment materials such as providing materials in Braille
* Providing assistance during assessment activities such as a reader, scribe or sign language interpreter
* Re-organising the assessment room for example removing visual stimuli for an autistic learner
* Using assistive technology, such as screen reading or voice activated software
* Changing the assessment method for example from written to spoken assessment

Reasonable adjustments must be approved and put in place before the assessment task takes place. The work produced by the learner will be marked in the same way and to the same criteria as the work of all other learners.

FAB are only required by law to do what is ‘reasonable’ in terms of adjustments to assessment. This will depend on individual circumstances, cost implications and the practicality and effectiveness of the adjustment. Other factors may need to be taken into consideration.

**Assessments which are not taken under examination conditions**

This applies to all assessments used by this centre at present.

With these types of assessment the centre has a greater level of flexibility in meeting learners’ individual needs and choosing an assessment activity which allows all learners to demonstrate achievement.

In these types of assessments the learner may meet the specified assessment criteria in any way that is valid. The learner may be allowed to use any mechanical, electronic or other aid as long as;

* The aid is generally commercially available
* The aid reflects the learners normal way of working
* The aid enables the learner to meet specified criteria
* The aid does not give the learner an unfair advantage

The centre may present assessment materials in a format that meets the learner’s individual need. For example in a verbal rather than written format

The centre may allow the learner to present their evidence in any format that meets the specified assessment criteria. For example unless specified by the unit, the evidence does not have to be provided in a written format.

The centre will strive to adopt a flexible approach to identifying alternative ways of achieving the assessment requirements.

In certain circumstances the centre is required to consult with the awarding body before agreeing any reasonable adjustment

The evidence 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 or when a permanent condition means a learner’s assessment takes additional time the centre will in certain circumstance permit this. This may require consultation with the awarding body.

It is the learner’s responsibility to inform the centre of any additional needs that they require taking into consideration at the soonest opportunity. This will not disadvantage the learner’s access to the chosen course of study.

FAB will be responsible for providing all the necessary resources to enable the learner to produce the evidence required to meet the criteria.

**Identifying Learners who are Eligible for Reasonable Adjustments**

Adjustments to assessment will be based on what the learner needs to access the assessment. Examples of learner needs are listed below – this is not an exhaustive list and some learners may fit more than one category. Many of these learners will be defined as being disabled under the Disability Discrimination Act, however a learner does not need to be disabled (as defined by the Disability Discrimination Act) to be entitled to reasonable adjustments.

* Communication and interaction needs
* Cognitive and learning needs
* Sensory and physical needs
* Behavioral, emotional and social needs

Where the difficulty is minor additional support may be offered before the assessment in the form of additional tutorials and study skills.

**Identifying Learners’ Needs**

The centre has a responsibility for ensuring it has internal procedures for identifying learners’ needs and these procedures must comply with Disability and Equal Opportunities legislation.

The centre will follow the following steps

* Identify learners who are having difficulties or who are likely to have difficulty with assessment
* Identify whether reasonable adjustments may be needed
* Identify the appropriate adjustment
* Ensure that the adjustment meets the awarding body’s requirements

**Identifying and Obtaining Supporting Evidence**

Wherever possible the Centre will collect evidence of the learner’s specific difficulty and the extent to which the learner is affected.

This may be obvious for example if the learner is registered as blind or partially sighted, has profound hearing impairment or physical difficulties.

Where the implications of the difficulty are not obvious the centre will need to collect additional evidence such as;

* History of provision within the centre
* Written evidence by a specialist or medical professional
* An initial assessment carried out be Centre staff

This evidence may be shared with the Awarding body in cases where further guidance or permission is required by the centre.

A record of all evidence and any reasonable adjustments made will be stored in the Centres quality file for review by the Quality Reviewer / External Verifier. These records will be retained for at least 3 years from the end of the year to which they relate.

**The Range of Reasonable Adjustments**

Below is a list of commonly requested adjustments to assessment, individual learners may require one or more of the following.

* Overlays, low vision aids, coloured paper
* Assistive technology
* Bilingual dictionaries
* Assessment material in enlarged format
* Assessment material or responses in Braille
* Assessment material or responses in BSL
* Assessment material or responses in audio format
* Use of ICT to present responses/evidence
* Scribe – a separate invigilator will be present
* Reader - a separate invigilator will be present
* BSL interpreter- a separate invigilator will be present

The use any of these aids/technology should not give a learner an unfair advantage over other learners.

**Special Consideration**

Each request for special consideration will be unique to the individual learner or assessment and will be treated on an individual case basis.

Extension to set deadlines may be granted in certain circumstances if meeting the original deadline will disadvantage the learner, for example if the learner is affected by a personal illness, accident or bereavement. In these cases a new negotiated deadline will be the most appropriate course of action.

Extensions to set deadlines will not be eligible for special consideration if;

* No evidence is supplied by the learner
* The request is due to personal arrangements such as holidays

Special consideration should not give a learner an unfair advantage over other learners

**Form to apply for reasonable adjustment**

|  |  |  |  |
| --- | --- | --- | --- |
| Centre Name |  | Centre Number |  |
| Site Address |  |
|  | Postcode |  |
| Unit Code |  | Tutor  |  |
| Unit Title |  | Date of Request |  |
| Learner Name |  |
| Registration Number |  | Learner Postcode |  |
| Reason for Application |
|  |
| Reasonable Adjustment required |
|  |

Supporting evidence

* Centre assessment of learner needs
* History of provision within the centre
* Medical certificate
* Other assessment report

|  |
| --- |
| Please provide details of supporting evidence |
|  |
| Please provide details of how the reliability and validity of the assessment will be maintained |
|  |

Declaration: I confirm that the information in the application is accurate

|  |  |
| --- | --- |
| Name |  |
| Signature |  | Date |  |
| Position in centre |  |
| Email |  | Contact Number |  |

**Form to apply for Special Consideration**

|  |  |  |  |
| --- | --- | --- | --- |
| Centre Name |  | Centre Number |  |
| Site Address |  |
|  | Postcode |  |
| Unit Code |  | Tutor  |  |
| Unit Title |  | Date of Request |  |
| Learner Name |  |
| Registration Number |  | Learner Postcode |  |
| Provide details of circumstances affecting performance in assessment |
|  |

Supporting evidence, this may take the form of doctor’s letter

|  |
| --- |
| Please provide details of supporting evidence |
|  |
| Please provide details of the measures taken i.e. deadline extension |
|  |

Declaration: I confirm that the information in the application is accurate

|  |  |
| --- | --- |
| Name |  |
| Signature |  | Date |  |
| Position in centre |  |
| Email |  | Contact Number |  |