



Envisage Access to Fair Assessment Policy

Reviewed – 25/06/2024

Next Review Date – 25/06/2025

Responsibility – Envisage Managers, Staff & Learners

Version 1

Envisage Access to Fair Assessment Policy

Envisage is committed to providing equal rights, equal opportunities, respect and fairness for all customers, learners, staff and external stakeholders we interact with. We recognise that some customers, learners and staff may be disadvantaged through a range of circumstances and Envisage will actively work to fully engage with all customers, learners and staff to recognise, reduce and facilitate appropriate adjustments for any disadvantage to enable customers, learners and staff to access their learning and assessment at Envisage. (For more information, please refer to Envisage Equality & Diversity Policy).

Envisage have a range of measures in place to support customers, learners and staff, supported by the necessary systems and procedures for learning and assessment to ensure the access arrangements and reasonable adjustments for disadvantaged customers, learners and staff provide fairness in learning and assessment for all people. We work with qualification awarding organisations to apply their fair access processes and procedures for learners in respect to IAG, learning and assessment. These processes reflect the needs of individual learners to access fair assessment and ensure that assessment processes are valid, reliable and consistent for all learners in the achievement of learning outcomes against the stated assessment criteria.

The Envisage External Assessment Policy and Assessment Appeals Procedure outlines our full commitment and expectations of both tutors, invigilators and learners in following qualification awarding body assessment processes, procedures and guidelines. We believe all learners are entitled to receive assessment that is fair, rigorous, regular and appropriate to the learning needs of the individual and requirements of the qualification.

The Envisage Information, Advice and Guidance (IAG) Policy outlines our values and that we seek to recruit customers and learners to undertake professional qualifications for the exercise and fitness sector. We are committed to promoting equal opportunities for all customers, learners and staff, recognising that our organisation is enriched by interacting with a diverse range of customers, learners and staff that is reflective of the wider community and the exercise and fitness sector

Our Access to Fair Assessment allows customers, learners and staff to show what they know, and can do, without changing the requirements of the qualification assessment, as set out by the qualification awarding body. We want to ensure that all learners who have additional reasonable learning requirements are not substantially disadvantaged by the difficulties they may have in relation to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs
- Specific learning difficulty e.g., ADHD, dyslexia and dyspraxia

For example, additional assessment adjustments (application to qualification awarding bodies may be required) can include additional time, the use of coloured overlays on question papers, scribes and readers or the presence of a carer/support assistant where a physical disability is required for safety. Access arrangements are discussed and agreed before an assessment and allow a learner with special educational needs, disabilities or temporary injuries to access the assessment. Envisage staff carrying out assessments have experience support customers and learners and suggesting reasonable adjustments where these have not been previously identified by the individual.

Where individual or service delivery circumstances necessitate assessments taking place online, Envisage will ensure that the learner has received details in advance of the assessment and has been given the offer of support to access the assessment where required.

All customers and learners are made aware of the assessment adjustment opportunities when discussing any customer or learner specific disabilities and needs at the qualification enquiry and/or enrolment. This information can be found on our website <https://envisagetraining.co.uk>

Roles and responsibilities

- Envisage staff are responsible for providing an inclusive approach to formal and summative assessments in teaching and learning. This includes high quality assessment and teaching materials that are differentiated for individuals, including those with SEND so that they can fully access the qualification content and assessment requirements. Customers and learners are encouraged to use technology in the classroom and at home to support independent learning where possible. Assessors and tutors play an important role in encouraging customers and learners to fully utilise the support available.
- Tutors and assessors will administrate and support applications to apply for additional support, for example, 1-1 support, reader, note taker, adaptive resources, specialist software, examination adjustments in extra time or breaks required.
- Tutors and assessors will work together to ensure approved access arrangements are put in place in a timely manner for internal and external assessments, formative class tests and summative internal and external practical assessments and examinations.
- Tutors will make customers and learners aware of assessment and external examination schedules and planned dates, including providing customers and learners with assessment and examination access information deadlines and staffing arrangements and staffing for supporting access arrangements in practical assessments and examination, such as separate rooms. The tutor and assessor will work together to provide readers or scribes. Invigilators in external assessments have received training in how to carry out this support within qualification awarding body guidelines/regulations.
- Tutors and assessors will encourage learners to take ownership of the adjustments necessary for their access to learning and assessment and will support them to carry this information forward, where appropriate to future courses and learning opportunities.

Procedures

Customers and learners will be provided with the opportunity to disclose and discuss support requirements with tutors and assessors in a confidential setting at any time. This can take place by self-referral, telephone or email at:

- Enquiry and/or enrolment (telephone, meeting, event or at enrolment)
- Qualification induction
- Prior to the awarding body qualification registration or within the awarding body assessment notification period for external assessments

Internal and external access arrangements

- Access arrangements allow learners with recognised support needs (evidence will usually be required see point 6 below) to access formal assessments without changing the demands of the assessment e.g. (extra time, readers). In this way awarding bodies comply with the duty of the Equality Act 2010 to make 'reasonable adjustment'. Access

arrangements are assessed, approved and implemented in accordance with JCQ guidelines or other awarding body guidelines as appropriate.

- A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements. How reasonable the adjustment is will depend on a number of factors including the needs of the learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment. There is no duty on part of the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.
- Deadlines for applications for exam access arrangements to exam boards are raised by and discussed with Envisage Lead IQA and the qualification awarding body, then passed to the customer or learner's tutor/assessor.
- Any customer or learner entitled to assessment or examination access arrangements will have the details forwarded to the tutor or assessor and the invigilator to inform the customer or learner and staff concerned.
- Applications for exam access should be completed in line with the appropriate qualification awarding body application process and should reflect a learner's normal way of learning and/or practical working.
- Appropriate evidence based documentation may be required for assessment or examination adjustment from the qualification awarding body, such as:
 - Letter from an appropriate medical professional, a speech and language therapist
 - Letter from the local authority sensory impairment service or occupational health service.
 - An EHCP which confirms the candidate's SEND and includes evidence of the candidate's current difficulties may be impact on classroom teaching and learning.
- Envisage will provide a customer or learner with access to a laptop if one is required for an external awarding body qualification assessment (such as Y-Mark) Please refer to Envisage YMCA Awards External Assessment Policy

Reasonable adjustments may include (depending on individual exam board regulations and, where required, formal SENCO assessment):

- Allocation of additional time – customers or learners may be entitled to an allowance of up to 25% depending on the history of evidence of need and the recommendation of the assessor. In some circumstances a learner may be entitled to an allowance of up to 50%
- Support of a reader – a trained adult who would read the question and any relevant text (with the expectation of section A of an English GCSE exam) for learners. The learner would then write the answer/s themselves. The reader can also read back the learner's answers to them.
- Support of a scribe/amanuensis – a trained adult who writes for the learner. The learner would dictate their answers and punctuation. The scribe will write exactly what they say.
- Access to a laptop for an exam for an external awarding body qualification assessment (such as Y-Mark).

Special Considerations

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or other indisposition at the time of the assessment. This may have had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in a periodic or formative assessment covering qualification and/or unit content/outcomes. Special considerations are dealt with in line with the qualification awarding body.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination. Special consideration can be applied after an assessment if there was a reason the learner may have been disadvantaged during assessment.

For example, special consideration could apply to a learner who has temporarily experienced:

- an illness or injury
- some other event outside of their control
- serious disturbance during an examination, particularly where recorded material is being used and which has had, or is likely to have had, a material effect on that learner's ability to take an assessment or demonstrate his or her level of attainment in an assessment.

Special consideration should not give the learner an unfair advantage, nor should its use cause the user of the certificate to be misled regarding a learner's achievements. The learner's result must reflect his/her achievement in the assessment and not necessarily his/her potential ability. If successful, special consideration may result in a small post-assessment adjustment to the mark of the learner. The size of the adjustment will depend on the circumstances and reflect the difficulty faced by the learner.

Envisage also have to take into consideration due to certain qualification awarding body examination restrictions that:

- Where an assessment requires the customer or learner to demonstrate practical competence or where criteria have to be met fully, or in the case of qualifications that confer a License to Practice, it may not be possible to apply special consideration.
- In some circumstances, for example with on demand assessments, it may be more appropriate to offer the customer or learner an assessment opportunity at a later date.

Appeals by a learner:

You have the right to appeal a decision made by Envisage. If you wish to appeal, please refer to the Envisage Appeals Procedure Policy.

Review Arrangements

We review this policy annually as part of our quality process and revise as and when necessary, in response to our learner feedback, changes in our practices, actions from the regulatory authorities or external agencies or changes in legislation.

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Version 1	Date this Issue: 25/06/2024	Review Due Date: 25/06/2025