



## **Fair Access to Assessment Policy**

### **Overview**

This policy sets out the principles that Inter Training Services Ltd follows in ensuring fair access. We are committed to ensuring that we meet the needs of an individual apprentice without affecting the integrity of the qualification. Our access arrangements ensure that we comply with the Equality Act 2010.

Fair Access is a principle around ensuring that all apprentices have an equal chance of success by putting in place appropriate reasonable adjustments. The adjustments must not advantage the candidate nor affect the integrity of the qualification.

Those handling any requests for reasonable adjustments should also refer to relevant quality assurance, assessment information and/or course documentation. (such as the qualification awarding organisation or other stakeholders such as the Institute for Apprenticeships and Technical Education (IFATE) or the Education and Skills Funding Agency (ESFA).

This policy uses as its reference the Joint Council of Qualifications guidance on access arrangements and reasonable adjustments.

### **Policy**

1. Access Arrangements: access arrangements are agreed before an assessment. They allow apprentices with special educational needs, disabilities or temporary injuries to:

- access the assessment;
- show what they know and can do without changing the demands of the assessment.

2. The intention behind an access arrangement is to meet the needs of an apprentice without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010\* to make 'reasonable adjustments'.

3. Reasonable Adjustments may be unique to that individual and may not be included in the list of available adjustments listed below.

4. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

- the needs of the disabled apprentice;
- the effectiveness of the adjustment;
- the cost of the adjustment; and
- the likely impact of the adjustment upon the candidate and other candidates.

5. We aim to involve apprentices and their employer in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.
6. As the needs and circumstances of each apprentice are different, a request for a reasonable adjustment is done on a case by case basis. We expect the Learning Support Tutor/apprentice/employer to provide evidence of need before we agree or take steps to make the necessary adjustments or modifications. We aim to do this at least six weeks before an assessment.
7. Record of the evidence and the agreed adjustment are to be stored with the apprentice assessment data and is to be made available to the relevant External Quality Assurance body.
8. Reasonable adjustments may include the following, but others may be available depending upon the needs of the apprentice:
- Supervised rest breaks
  - Extra time
  - Computer reader/reader
  - Read aloud and/or the use of an examination reading pen
  - Scribe/Speech recognition technology
  - Word processor
  - Prompter
  - Oral Language Modifier
  - Live speaker for pre-recorded examination components
  - Sign Language Interpreter
  - Practical assistant
  - Alternative site for the conduct of examinations

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Job Title of person responsible for policy: **Head of Provision**

Name of person responsible for policy: **Lauren Pullen**