

Access to Fair Assessment

Purpose of the policy

The purpose of this policy is to ensure that all learners have fair and equitable access to learning and assessment opportunities offered by us. The policy sets out how we identify, consider and implement reasonable adjustments and special consideration to reduce barriers to assessment and enable learners to demonstrate their knowledge, skills and competence. It outlines the responsibilities and procedures for requesting, assessing, approving and recording access arrangements, in accordance with the requirements of the relevant awarding organisation and applicable legislation.

Sport Structures is committed to ensuring that access arrangements are appropriate to individual learners' needs, maintain the validity and integrity of assessment, and are managed consistently, confidentially and fairly.

Scope of the policy

This policy applies to all learners undertaking courses, qualifications, apprenticeships, and programmes delivered by Sport Structures and to all staff involved in the delivery, assessment and administration of these programmes.

This policy should also be considered in conjunction with the following (list not exhaustive):

- Data Protection Policy
- Enquiries and Complaints Policy
- Appeals Policy

Role and responsibilities

At Sport Structures:

- The Chief Executive Officer is responsible for ensuring this policy is reviewed annually, included in staff and associate induction, and accessible to all staff and associates for reference.
- Line managers are responsible for familiarising themselves with this policy, ensuring it is applied fairly and consistently, and supporting staff to understand and fulfil their responsibilities.

- All Staff and associates are responsible for reading, understanding and following this policy, and applying its requirements in their day-to-day practice where relevant to their role.

Reasonable Adjustments

Reasonable adjustments are arrangements made prior to the delivery or assessment of a course to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage. These may include adjustments for learners with a permanent, long-term or temporary disability, learning difficulty or health condition. Arrangements will be made in accordance with the requirements of the relevant awarding organisation, including obtaining approval where required.

An example of a reasonable adjustment could be a learner with dyslexia who is granted extra time during a written assessment.

Special Consideration

Special consideration is the application of an adjustment or allowance following an assessment that has been affected by temporary illness, injury, bereavement or other adverse circumstances. It may also apply where a learner is unable to attend an assessment due to qualifying circumstances. An example of special consideration could be a learner who experiences a bereavement immediately before their practical assessment and is unable to attend.

Requests for special consideration will be considered in accordance with the requirements and procedures of the relevant awarding organisation. Special consideration does not guarantee that an assessment can be rescheduled or that a qualification can be awarded.

Our staff are committed to contributing to this practice and the overall aim is to assist learners in managing their individual situations and create a more accessible learning and assessment environment for all. In order for this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage. In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

- Ensure that access to fair assessment statements and practices is understood and complied with by any personnel involved in the assessment, including learners.
- Promote equality in relation to the provision of the learning programme and assessment of the course.
- Adhere to related procedures and regulations regarding reasonable adjustment and special consideration.
- Ensure buildings and assessment sites for delivery and assessment are accessible to all learners, as far as is practical.
- Request permission for the implementation of specific adjustments from the awarding organisation where required.
- Ensure appropriate equipment and personnel (technological equipment or any assistants i.e., reader, scribe, practical assistant etc.) are available for selected adjustments to delivery and/or assessment.
- Use assistive equipment and personnel within the reasonable adjustment framework set forth by the awarding organisation, while maintaining the validity and integrity of the assessment and ensuring that the competence being assessed is not altered.

It is ultimately the responsibility of the Head of Centre to ensure that this statement and related procedures are published and accessible to all personnel, including learners and any relevant third parties. However, the member of staff coordinating each course is responsible for liaising with learners, collecting evidence, submitting requests and communicating outcomes.

All requests will be handled sensitively and confidentially. Information will be shared only with those who need it for legitimate purposes relating to the learner's support, assessment or the administration of the relevant awarding organisation's requirements

Procedure for Access Arrangements

Stage 1: Learner notification

Reasonable adjustments

The learner should inform the centre of any long-term or temporary disability, health condition or learning difficulty as early as possible, ideally at the application stage. Requests must be made before the assessment takes place, wherever possible, to allow sufficient time to consider and arrange the required support.

Special consideration

The learner must inform the centre during the course or as soon as possible after the assessment has been affected by unforeseen circumstances (e.g. illness, injury or bereavement). Requests should normally be submitted within the timeframe set by the relevant awarding organisation. Late requests will be considered in accordance with its rules and procedures

Stage 2: Evidence and evaluation

Reasonable adjustments

We will liaise with the learner to confirm the nature of the need and gather *appropriate supporting information or evidence where required* (e.g. medical documentation, an Education, Health and Care Plan (EHCP) or diagnostic reports). The information or evidence required will depend on the nature of the request and the requirements of the relevant awarding organisation. Learners will be advised if further information is needed. The request is then submitted to the awarding organisation for approval where required.

Special consideration

We will confirm the incident, gather appropriate supporting evidence where required (e.g. a medical note or invigilator report), and submit a request to the awarding organisation following its special consideration process.

Stage 3: Implementation and communication

Reasonable adjustments

We will implement reasonable adjustments in accordance with the requirements of the relevant awarding organisation. Where approval is required, the adjustment will be implemented once approval has been received.

Records will be kept securely in accordance with Sport Structures' data protection and record retention requirements and any applicable awarding organisation requirements.

Special consideration

If approved, the awarding organisation may make a small adjustment or other allowance. We will notify the learner of the outcome. Records will be retained securely in accordance with Sport Structures' data protection and record retention requirements and any applicable awarding organisation requirements.

For both reasonable adjustments and special consideration, we will communicate the outcome to the learner and explain any limitations or alternative arrangements where the request cannot be met in full. Where a learner is dissatisfied with the outcome, they will be advised of the relevant appeals or complaints procedure.

Reasonable adjustments must be arranged in advance of assessment and cannot be applied retrospectively. Special consideration can only be applied for after the assessment has been completed or missed due to unexpected, short-term adverse circumstances

Equality and access appeals

Where learners have requested reasonable adjustments or special consideration for an assessment but are not satisfied with the access arrangements applied or the rejection of any access arrangements granted, they have a right to make an appeal as detailed our Appeals Policy.

Equality and access complaints

Learners have the right to raise any issues relating to equal treatment and or the implementation of access arrangements or make a formal complaint as detailed in the Sport Structures Complaints Policy.

Record keeping and data protection

Information and records relating to requests for reasonable adjustments and special consideration will be stored securely, accessed only by authorised staff who need

the information for legitimate purposes, and retained and securely disposed of in accordance with Sport Structures' data protection and record retention requirements and any applicable awarding organisation requirements.