Fair Access to Assessment Policy

South Wales Electrical Training Ltd (SWET) has in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments and special considerations. These reflect the needs of individual students while also ensuring that the assessment continues to enable a valid, reliable and consistent judgement to be made about the achievement of all learning outcomes against the stated
assessment criteria.

Reasonable Adjustments may be granted in certain circumstances, in accordance with the Awarding Body Policy, to prevent any learners with a disability or difficulty be substantially disadvantaged during an examination or assessment process.

A Special Consideration may be granted by the Awarding Body in instances where, following a scheduled assessment, a learner may have been disadvantaged by temporary illness, bereavement, injury or other adverse circumstances arising at or near the time of assessment.

A Special Consideration may also be granted when a learner misses part of the assessment owing to unforeseen circumstances beyond the learner's control, e.g. excessive noise, a fire alarm or power cut, etc. Evidence must be provided by the learner or the Centre to support any request for Special Consideration.

Qualifications with External Assessment

Where an approved qualification includes a requirement for external assessment, the regulations surrounding the use of external assessment, including the security arrangements that must be in place must be complied
with. These can be found on the awarding body's website used by the Service
SWET ensures that all assessments and activities for assessment undertaken by students are:

- Reliable
- Valid
- Fit for purpose
- Transparent
- Recognise and respect equality and diversity
- Use appropriate language for assessment tasks
- Include a variety of assessment strategies

Tutors/Assessors:

- Undertake an induction which includes the Awarding Bodies principles of assessment and understand criterion referenced assessments
- Keep up to date with Awarding Body requirements/policies
- Participate in Standardisation activities at least once a year

• Record the outcomes of all assessment activities
• Provide clear and constructive feedback to all students mapped against achievement of the learning outcomes and assessment criteria
• Plan assessment strategies and the timing of assessments so as not to unnecessarily over burden students or discriminate against particular groups of students
• Seek advice from Awarding Bodies in any case where they are in doubt if an adjustment is needed or how it should be applied.

The writers of assessment material will:
• Produce assessment activities with due regard to equality and the diversity of students
• Ensure that assessment tasks allow for the generation of evidence in diverse ways
• Ensure that they use appropriate language at a level suitable to the unit
• Ensure that the assessment strategy allows for the generation of evidence against all the learning outcomes and assessment criteria for a unit
• Review assessment tasks on an annual basis and as part of a course self-assessment review

Internal Quality Assurers will:
• Verify the appropriateness of the assessment strategy for a unit
• Verify the appropriateness of individual assessment tasks against the principles itemised above and any particular requirements of the qualification
• Ensure that tutor/assessor records are accurate, clear and up to date
• Ensure that tutor feedback to students is clear, constructive, unambiguous and related to the assessment criteria
• Ensure that all assessment decisions sampled as part of SWET's Internal Quality Assurance process are valid
• Provide written feedback to tutors/assessors on all aspects of the assessment process
• Keep up to date with Awarding Body requirements/policies
• Participate in Standardisation activities at least once a year
• The Lead Internal Verifier/Curriculum Manager & Quality Manager will ensure that all quality improvement recommendations are recorded, monitored and any resulting actions are implemented

Learners will:
• Be inducted into the Awarding Body assessment methodology and understand criterion referenced assessments
• Be made aware of The Centre's assessment appeals policy and how to access any relevant documentation to support its use
• Be provided with an individual assessment plan through the effective use of individual learning plans
• Be made aware of any time constraints attached to the achievement of the qualification
• Receive feedback from all assessment activities to a timescale of within 2 weeks which relates to the achievement/non achievement of the assessment criteria (Note: During periods of SWET closure and staff annual leave the 2 week timescale for assessment feedback to students commences from the first day of the re- opening of the centre after a period of closure and the tutors return to work from annual leave)
• Receive regular verbal and written feedback against their achievement of individual units and their progress towards the overall qualification
• Fulfil the demands of the criteria, regardless of method used to obtain the evidence. The assessment criteria must not be amended, re-worded or omitted
• Produce outcomes that must at all times:
✓ Be their own work

✓ Be assessable
✓ Be able to be moderated or verified
• Need to achieve all the required units to gain the qualification. It may sometimes be the case that some full qualifications are inaccessible because of a student's inability to demonstrate competence in all parts of the qualification or to meet the individual needs of the student. In these cases, unit certification might be available
• Be eligible to request "reasonable adjustments" if their performance during an assessment is likely to be substantially affected by a particular impairment, as stated in the Awarding Body policy. Many of these students will be defined as being disabled under the Disability Discrimination Act. An adjustment to assessment should only be considered where the difficulty experienced places the student at a substantial disadvantage, in comparison with other students. Where the difficulty is minor, the centre will assist and support the student by
offering help with study and assessment skills.