

Fair Assessment, Special Consideration & Appeals Policy

This policy has been written to compliment the companies Diversity, Equality & Inclusion Policy

Should you require further clarification or explanation about anything included in this document please contact our Student Services Department studentservices@redsnappergroup.co.uk / 020 3119 33590

Fair Assessment Policy

Introduction

Red Snapper Learning aims to provide fair access to assessment for all learners on qualification-based programmes.

Assessment practice will be open and consistent within the codes of practice and regulations laid down by the relevant awarding and validation bodies.

The policy applies to all qualification-based programmes offered by the company and its partners wherever delivered.

Principles of Fair Assessment

All assessment must be conducted rigorously and accurately and, where appropriate, in accordance with the awarding body's published criteria and standards.

Formative assessment/coursework designed by company staff must be conducted by reference to open and defined standards/marking/assessment schemes, covering the required skills, knowledge and understanding. Assessment evidence will be judged according to the principles of:

Sufficiency – consistent performance to the required level over a period of time

Currency – evidence should prove that the student is competent now

Validity – evidence should be appropriate and relevant to the syllabus/standards being addressed.

Authenticity – evidence must reflect the knowledge/skills/understanding of the learner. The work of another person must not be submitted as that of the learner. Other sources can be used in certain circumstances as long as the student references these.

The chosen format and method of assessment must be appropriate to the qualification and any conditions specified by an awarding body.

Assessment materials must be presented in clear and unambiguous language and must differentiate only on the basis of a student's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.

The company will appoint assessment staff whose knowledge, skills and understanding are appropriate for the programme(s) they access. Staff will maintain their competence by regular staff development organised internally or externally.

Initial Assessment

As part of the induction process all new learners may undertake an initial assessment of literacy and numeracy skills. This will be used to assess Basic and Key Skill levels and to inform decisions about any additional learning support offered to learners in the early stages of their course.

Initial assessment will be available to all students on an optional basis. Learners should apply via the Training Team or through their tutor/lecturer.

Internal Assessment

Assessment will be internally verified or moderated according to the Companies Internal Verification/Modification Procedure. Where assessment has been externally verified or moderated by an awarding body, an original copy of the verification/moderation report must be sent to the Programme Manager as soon as received.

In the event of a learner not meeting the required learning outcomes to the appropriate level, feedback will be given to the learner within 3 working weeks of the official submission date. Feedback should be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance. If required an individual work plan or alternative assessment will be set. In some cases the learner may be invited to re-attend tutorials at no extra cost.

Internal Verification

To maintain assessment standards and quality a sample of 10% of learner portfolios are internally verified by an appropriately qualified person within the centre.

Red Snapper Learning will ensure that there is an accredited Lead Internal Verifier in each principal subject area and that Internal Verification is valid, reliable and covers all Assessors and programme activity.

Each Lead Internal Verifier will ensure that the Internal Verification procedure is open, fair and free from bias and that there is accurate and detailed recording of Internal Verification decisions. The Lead Internal Verifier will oversee effective Internal Verification systems in their subject area.

The Head of Centre will ensure that staff are briefed and trained in the requirements for current Internal Verification procedures and that effective Internal Verification roles are defined, maintained and supported.

The Head of Centre will also ensure that Internal Verification is promoted as a developmental process between staff, and that standardised Internal Verification documentation is provided and used, and that;

- all centre assessment instruments are verified as fit for purpose
- an annual Internal Verification schedule, linked to assessment plans, is in place
- and Internal Verification happens in a timely fashion and should be left to the end of the year
- an appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- secure records of all Internal Verification activity are maintained
- the outcome of Internal Verification is used to enhance future assessment practice.

External Assessment

External assessment will be administered strictly in accordance with instructions issued by the relevant awarding bodies.

Internal management is delegated to the company's training team. In the case of queries, the company's Director of Education and Training should be consulted. For coursework assessment (whether internally or externally assessed) the Programme Manager is the official management link with all awarding bodies.

Special Consideration and Adjustment Policy

We recognise the need to give open access to its qualifications for candidates who are eligible for reasonable adjustment and/or special consideration in assessments.

Any adjustments or special consideration must not compromise the assessment of the skills, knowledge, understanding or competence being measured; or, give any undue advantage to the candidate.

We also recognise the importance of maintaining high standards of health and safety throughout educational and work practices; and these considerations must be taken into account.

As part of the application process, learners will be asked if they have any special requirements. This is a confidential, optional request. If such a disclosure is made then the current RSL reasonable adjustments process will come into action. It is imperative that all learners feel confident to disclose any barrier to learning and that a bespoke support package is put in place if required.

Reasonable Adjustment

A Reasonable Adjustment is agreed on enrolment to the qualification. It refers to any action that helps to reduce the effect of a disability or difficulty, which places the candidate at a substantial disadvantage in the assessment situation.

A candidate does not have to be disabled (as defined by the Disability Discrimination Act) to qualify for reasonable adjustment; nor will every candidate who is disabled be entitled to reasonable adjustment.

Reasonable adjustments must not affect the validity or reliability of assessments, and we will take care to ensure that any adjustments are reasonable and proportionate.

Adjustments are not given across all assessments. Each assessment must be considered on an individual basis.

The outcome of the assessment should be assessed to the same standards as the work produced by other candidates.

Adjustments that may be considered include, but are not restricted to:

- Changing the usual assessment conditions (allowing extra time in tests, assignment extensions), using a different assessment location
- Adapting assessment materials (for example, using coloured overlays or low vision aids)
- Providing assistance during assessment (for example, readers, scribes or practical assistants)
- Re-organising the assessment physical environment
- Changing or adapting the assessment method
- Using assistive technology (for example, assistive software or audio support)

An adjustment must not give an unfair assessment advantage to the applicant.

Such assessment must identify, where appropriate, the support that will be made available to the candidate to facilitate access to the assessment.

We will ensure that candidates are aware of:

- The range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all required assessments;
- And;
- Any restrictions on progression routes to the candidate as a result of not achieving certain outcomes.

Centre Responsibility

Red Snapper Learning bears in mind our responsibilities to treat all learners fairly and without prejudice. Any reasonable adjustments will be applied in a transparent and unbiased manner.

All adjustments will be discussed with the Centre Moderator before the learner is notified of any decisions. Red Snapper Learning will keep a record of any adjustments for a period of at least 5 years, and a copy sent to the Module Assessment Board.

Special Consideration

A special consideration occurs post assessment. It refers to any allowance that is applied in the event of an unexpected or unavoidable event, which in probability caused a lowering of the candidate's performance.

Special considerations include, but are not restricted to:

- Illness, injury or indisposition that occurred at the time of assessment
- Significant disruption to the assessment (for example evacuation for fire or bomb scare).

Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment, and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

It is important to note that it may not be possible to apply special consideration in instances where an assessment requires the demonstration of practical competence.

A special consideration cannot give the learner an unfair advantage. The learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome.

To be eligible for special consideration a learner must be fully prepared and making a valid attempt to be present for a scheduled assessment. Special consideration will be given where:

- Performance in an assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment.
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate.
- Part of an assessment has been missed due to circumstances beyond the control of the learner.
- Preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

A learner will not be eligible for special consideration if:

- No evidence is supplied by the associate that the candidate has been affected at the time of the assessment by a particular condition
- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence.

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

- Recent bereavement of a member of the immediate family or close friend
- Serious and disruptive domestic crises leading to acute anxiety about the family
- Incapacitating illness of the candidate
- Severe car accident
- Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
- Recent physical assault trauma

Our Responsibility

When considering a case for special consideration we will work with the associate.

The associate should provide the moderator with such information they need to make a judgment on the special consideration application.

The moderator will require:

- A detailed description, including any documented evidence (for example, a doctors certificate) of the reasons why special consideration is required.
- Which learning outcomes were being assessed.
- How they were being assessed
- The extent to which the learner(s) were probably affected.

The moderator's decision will be based on the information supplied by the associate and any further investigation the moderators feel are required. Any consideration will take into account the personal circumstances of the individual learners. The Module Assessment Board makes the final decision.

All applications for special consideration can only be made on a case-by-case. (See Appendix 1 – Application Form)

A separate application is required for each candidate, unless a group of candidates have been affected by a similar circumstance (for example a fire alarm during an assessment).

An application should be sent to the moderator within seven days of the assessment having taken place. The Moderator will contact the associate to discuss the application within seven days of receiving the application.

Complying with Policy

Associates should note that failure to comply with the requirements contained within this policy document could lead to assessment malpractice, which will impact on the learners result.

Failure to comply is defined as any or all of the following:

- Where applicable, putting in place arrangements without Red Snapper Learning's approval
- Exceeding the allowance agreed by Red Snapper Learning.
- Agreeing delegated adjustments that are not supported by evidence.

- Failing to maintain records.
- Failing to report delegated adjustments when requested to do so by the company.
- Implementing delegated adjustments that affect the validity and reliability of assessment, compromises the outcomes of assessment or gives the learner in questions an unfair assessment advantage over other learners undertaking the same or similar assessment.

Red Snapper Learning will take appropriate action should an associate misuse the reasonable adjustment policy. Appropriate action will range from advice and action for the associate on how to manage assessment malpractice through to the removal of their services.

Right to Appeal

Associates and learners have the right to appeal decisions following the standard complaints handling policy published by Red Snapper Learning.

Special Considerations Application Form

Before completing this form you should read The Red Snapper Learning Special Consideration and Adjustment Policy and ensure that you understand it. If you have any queries please contact Red Snapper Learning on 0203 119 3398 or email studentservices@redsnappergroup.co.uk

Section 1 – Contact Details	
Title (e.g. Mr)	
First name(s)	
Last name	
Date of birth – note 1	
Address line 1	
Address line 2	
Post code	
Daytime telephone number – note 2	
Section 2 – Special Consideration Request	Answer
Assessment – note 3	
Date	
Please give details about the circumstances that led to this application for special consideration of the above assessment – note 4 Please continue on a separate sheet if necessary	
Evidence to support the need for special consideration – note 5	
Please list the documents you are providing	
Does the application relate to an incident at the examination venue? Was the Invigilator informed about	Yes / No

your concern(s)?	
If yes, please give details of what was said Please continue on a separate sheet if necessary	

<p>Section 3 - Declaration</p> <p>We will process your data in accordance with the principles of the Data Protection Act 2018.</p> <p>I confirm that by completing and submitting this form I give consent to the processing of this data;</p> <p>Have read the Special Consideration Policy and understand it;</p> <p>Have supplied information, which to the best of my knowledge is correct.</p> <p>Signature – note 6 _____</p> <p>Date</p>
--

Office Use Only	
Date form received	
Is the evidence listed in the form attached?	
Special consideration approved	Yes / No
Candidate advised	
Date:	

Guidance notes for completion of Special Considerations Application Form

Section 1 – Contact details

Note 1 – Date of birth

Your date of birth must be included on the form so that we are able to confirm your identity when processing your request.

Note 2 – Daytime Telephone Number

In order for us to deal effectively with your request, a daytime telephone number is required.

Section 2 – Special consideration request

Note 3 – Assessment

Please tell us which assessment this special consideration claim relates to.

Note 4 – Circumstances for consideration

Please describe briefly the circumstances that have led to your application for special consideration.

Note 5 – If applicable, please provide independent evidence (e.g. doctor's letter) to support your statement in section 2.

Section 3 – Declaration

A simple declaration is included at the end of the form to confirm that the information that has been given is correct and true.

Note 6 – You must sign the application form. Forms that are not signed will be rejected and returned.