

1. Purpose

1.1. The purpose of this policy is to set out the principles to be followed to ensure a consistent and effective approach to managing access arrangements across More Training.

2. Scope

2.1. This policy applies to all staff, learners, contractors and third-party agents involved with More Training.

3. Policy Statement

3.1. This Policy is underpinned by several key principles:

- Learners who access More Training services must be free from discrimination.
- Learners will be supported to enable them to achieve their potential whilst undertaking More Training learning programmes in an environment which removes or minimises disadvantage, takes steps to meet their needs and which encourages participation. The wellbeing of our learners is central so they feel good about themselves and respect others.
- Our learners will develop the skills they need to enable them to progress successfully throughout their lives.
- A commitment to aim to remove the barriers someone could face because of their disability or learning difficulty to promote inclusion.

3.2. We have a duty to uphold the rights of individual learners to access qualifications, units and assessment in a way most appropriate for their individual needs.

3.3. More Training will implement policies and procedures that meet the needs of all our learners by promoting inclusion and addressing inequalities and we strive to:

- eliminate discrimination and overcome the disadvantages some of our learners may experience.
- provide opportunities to individuals to achieve their potential in a safe and secure environment that is free of discrimination.
- promote equality of opportunity in relation to gender, age, disability, race, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity and marriage/civil partnership.

3.4. Failure to adhere to this policy will be addressed by necessary disciplinary actions in accordance with More Training's Staff Disciplinary Procedures, Student Disciplinary Procedures and relevant contractor and third-party contractual clauses.

4. Fulfilling our Responsibilities

4.1. In order to fulfil our responsibilities under this policy we will:

- Include responsibility for equality and diversity matters in the Job Descriptions of managers and other relevant staff.
- Monitor the demographic of our learners and develop business objectives to develop equality of opportunity where learners of certain age, race or ethnicity are under-represented.
- Allocate appropriate resources to support the implementation of these business objectives.
- Consider positive action measures allowed by law to rectify disadvantages in employment or education provision revealed by monitoring.

- Carry out impact assessments to examine policies, procedures and practices to ensure equality is embedded within our policies and procedures.
- Develop appropriate materials to raise awareness of equal opportunities and inclusivity across all our learning programmes.
- Develop materials that are accessible, inclusive and understandable.
- Ensure that procedures are in place so that allegations of discrimination and bullying and harassment are dealt with quickly and fully and that individuals are supported through the process.
- Consider reasonable adjustments to our practice, our materials and our policies to improve access to our training services.
- Develop inclusive teaching and learning practices for all learners.

5. Special Considerations

5.1. These should reflect the needs of individual learners and must also ensure that assessment continues to enable a valid, reliable and consistent judgement to be made about achievement of all learning outcomes against the stated assessment criteria.

5.2. Special consideration will be given to learners who experience temporary illness, injury or indisposition at the time of an assessment. This should allow them to demonstrate the achievement they are capable of for the units that are subject to special consideration.

6. Definition of Special Consideration

6.1. A special consideration is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation.

6.2. Special considerations must not affect the reliability and validity of the assessment outcomes, but may involve:

- Changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity;
- Adapting assessment materials
- Providing assistance during assessment
- Re-organising the assessment room, such as removing visual stimuli for a learner with autism;
- Changing the assessment method, for example from a written assessment to a spoken assessment;
- Using assistive technology, such as screen reading or voice activated software.
- Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the units and qualification. The work produced by the learner will be marked in the same way as the work of other assessed learners.
- What is reasonable will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the adjustment. Other factors, such as the need to maintain competence should be taken into consideration.

7. Assessments which are not taken under Examination Conditions

7.1. These types of assessment form the basis of many of More Training assessments. With these types of assessments the centre has greater flexibility

to be responsive to an individual learner's needs and choose an assessment activity and method that will allow the learner to demonstrate attainment.

7.2. In these types of assessments the learner may meet the specified assessment criteria in any way that is valid. To facilitate access where there is evidence of need, the centre may allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:

- Are generally commercially available;
- Reflect the learner's normal way of working;
- Enable the learner to meet the specified criteria;
- Do not give the learner an unfair advantage.

7.3. The centre may present assessment materials or documents in a way that reflects the learner's normal way of working and enables him or her to meet the specified assessment criteria, for example, materials do not have to be in written format, unless specified by the assessment requirements.

7.4. The centre may allow the learner to present their answers or evidence in any format as long as it enables them to demonstrate that they have met the assessment criteria, for example, answers or evidence do not have to be in written format unless specified by the assessment criteria.

7.5. We adopt a flexible approach in identifying alternative ways of achieving the assessment requirements. If necessary we will contact awarding bodies to discuss alternative arrangements that may be appropriate for specific situations.

7.6. The outcome produced by the learner must at all times:

- Meet the requirements of the specifications regardless of the process or method used;
- Be as rigorous as assessment methods used with other learners;

- Be assessable;
 - Be able to be moderated or verified.
- 7.7. The benefits of being able to vary the assessment evidence and choose the most appropriate method of obtaining evidence should be considered when the learner is first accepted onto a programme. Where a need is identified, the learner may present their evidence in any format if it enables them to demonstrate that they have met the specified assessment criteria. Alternatively, oral questioning or witness statements may replace written responses.

8. Assessments which are taken under Examination Conditions

- 8.1. The method of assessment is more rigidly determined for assessments taken under exam conditions. Specific guidance is given by the awarding bodies for exam conditions and in some instances there is a requirement to make a formal application for reasonable adjustments.
- 8.2. The learner will be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by a particular impairment. Many of these learners will be defined as being disabled under the Equalities Act 2010.
- 8.3. An adjustment to assessment should only be considered where the difficulty experienced places the learner at a substantial disadvantage, in comparison with persons who are not disabled. Where the difficulty is minor, the centre should assist the learner by offering help with study and assessment skills.
- 8.4. A learner does not necessarily have to be disabled (as defined by the Equalities Act 2010) to be entitled to reasonable adjustments to assessment. Every learner who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The learner may have developed coping mechanisms which minimise or remove the need for assistance.

9. Identifying learners' needs

9.1. The centre has a responsibility to ensure it has effective internal procedures for identifying:

- those learners who are having difficulties or are likely to have difficulties accessing assessment;
- whether reasonable adjustments may be needed;
- the appropriate adjustment;
- the adjustment is in accordance with the awarding body guidelines.

Unless there are any changes this policy will be reviewed annually at the end of the academic year (1st Aug – 31st Jul) by the Owner.