



Prepare to achieve
gateway to success

FAIR ACCESS TO ASSESSMENT POLICY

*Policies and Procedures
concerning fair access to
assessment for End-Point
Assessment delivered by
Prepare to Achieve Ltd*

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Fair Access to Assessment Policy

Statement of Assessment

- At Prepare to Achieve, we aim to provide End-Point Assessment (EPA) services which provide all learners with the opportunity to achieve their full potential in the standards
- Our Assessment Policy respects the concepts of equality, diversity, clarity, consistency and openness. These values underpin our relationship with learners, employers and training providers.
- We will ensure that all assessment processes are implemented in a way which is fair and non-discriminatory.

Access

As part of their introduction to End-Point Assessment with Prepare to Achieve, all learners are made aware of the existence of this policy and have open access to it. The policy will be displayed on our website and regularly updated.

All EPA assessors are made aware of the contents and purpose of this policy and its requirements will be embedded in to CPD and standardisation practises.

This policy is reviewed annually and may be revised in response to feedback from learners, employers, training providers and external organisations.

What Learners can expect from us

- We aim to ensure that all activities associated with EPA are carried out fairly and in keeping with the requirements set out in the Standards and by the EQA organisation
- All Professional Discussions will be undertaken fairly in accordance with the guidelines set out in the Standard to effectively assess the Knowledge, Skills and Behaviours of apprentices
- Situational Judgement Tests and any other examinations will be undertaken according to the requirements of the Standards and pegged to best practise across the examinations sector

Learners can also expect:

- Given information relevant to the process which can be shared with their employer, training provider and any other relevant party.
- Expectations, criteria and the process surrounding outcomes to be clearly communicated throughout their EPA journey
- That all necessary adjustments to ensure accessibility to assessment for learners are undertaken – both prior to assessment and, if necessary and evidenced, following it.



- A speedy outcome to the assessment process. We intend to provide the outcome for all learners within 10 working days of their EPA being undertaken.
- Opportunity to have mock EPA assessments throughout their programme of learning

Reasonable Adjustments

Reasonable adjustments are planned alterations to the regular assessment practice for EPA in order to ensure fair access to assessment for learners.

This section provides information on when reasonable adjustment will be appropriate and the processes to go through if reasonable adjustment is requested.

Examples of individuals who may require reasonable adjustment include, but is not limited to:

- Learners with Special Educational Needs
- Learners with disabilities
- Learners who have incurred an injury which inhibits their ability to undertake assessment

In order to identify the need for reasonable adjustments in a timely manner, employers, learners and training providers will be asked as part of the Gateway enrolment whether any reasonable adjustments are required.

- If YES, more information will be sought in dialogue with all three parties in terms of what reasonable adjustments have been made in the past to ensure fair access for this learner. Evidence must be sought in order to justify the request for reasonable adjustment.
- If NO, no plans for reasonable adjustments will be made at that time. A request for reasonable adjustment can be made after entry to the Gateway. If this is the case, the guidance documented in this section should still be adhered to.

Examples of reasonable adjustment may include, but are not limited to:

- Extra time, for example one third above the time indicated within the Standard, for an apprentice with dyslexia to undertake the Situational Judgement Test
- A large-font Situational Judgement Test for learners with sight issues
- A hearing loop for learners with limited hearing to use during the Professional Discussion



- A reader to read questions for the Situational Judgement Test
- A sign language interpreter

It is the policy of Prepare to Achieve to assess the need for reasonable adjustments in order to ensure fair access to assessment. All reasonable adjustments must be tailored to the individual needs of the learner. However, adjustments will not be made which:

- Ease the requirements of assessment
- Provide an unfair advantage to the learner
- Compromise health and safety requirement

Where it has been indicated that a reasonable adjustment is required, the EPA will agree with the learner, employer, learning provider and in consultation with the Prepare to Achieve End-Point Assessor with designated responsibility for reasonable adjustments and special consideration, what reasonable adjustment should be made.

All decisions concerning reasonable adjustment must be clearly evidenced, documented and auditable for internal and external quality assurance purposes.

Reasonable adjustment decisions will always be subject to standardisation to ensure fair and reasonable practice across Prepare to Achieve.

<https://www.preparetoachieve.co.uk/wp-content/uploads/2021/09/Reasonable-Adjustments-policy-GR-003.pdf>

Special Considerations

It may, on occasion, be appropriate for post-assessment considerations to be made in order to ensure an apprentice has had a fair opportunity to undertake End-Point Assessment.

Both of the methods used in undertaking End-Point Assessment for the Adult Care Worker standard and the Lead Adult Care Worker Standard – namely the Situational Judgement Test and Professional Discussion – are on-demand methods of assessment. Consequently, where a circumstance which would require special consideration arises, it should always be the preference of the End-Point Assessor to reschedule the assessment. However, if this is not possible for any reason, the following guidance and processes must be adhered to.

Examples of situations which may require special consideration include, but are not limited to:

- Temporary illness
- An accident or injury which inhibits access to assessment
- Bereavement



- Domestic disturbances
- A disturbance during the examination
- An accident or error during the assessment process
- A failure to adhere to Prepare to Achieve policies concerning fair and proper assessment

Notification to the IQA with special responsibility for reasonable adjustment and special consideration should be made within 7 days if special consideration is being sought, either by the learner, the employer, the training provider or the End-Point Assessor.

As much appropriate evidence as is available should be included within the request for special consideration.

In conference with other involved parties and in consideration of the submitted evidence, the IQA with special responsibility will make a judgement on whether to award special consideration. All concerned parties will be informed of this decision within 14 days of the request for special consideration being made.

All decisions concerning special consideration must be clearly documented and auditable for internal and external quality assurance purposes.

Special consideration decisions will always be subject to standardisation to ensure fair, reasonable and consistent practice across Prepare to Achieve.



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