



THE WORSHIPFUL COMPANY OF FARRIERS

Fair Access to Assessment Policy

1 Introduction

- 1.1 The Worshipful Company of Farriers (the Company) has a duty to ensure that the integrity of its examinations is always maintained. At the same time the Company has a duty to ensure that it provides equality of opportunity and fair access to assessment while maintaining these standards.
- 1.2 It should be noted that while this policy covers arrangements on an individual basis, sometimes making adjustments to assessments for all students, if they meet the learning outcomes and criteria is the most inclusive way to ensure equality of opportunity.

2 Aims of the policy

- 2.1 The aim of this policy is to ensure that the Company has the necessary systems and procedures to allow the provision of fair access to assessment, including reasonable adjustments for those with disabilities or short-term circumstances that require them. These should reflect the needs of individual students 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.
- 2.2 The policy also provides for special consideration to be given to students that experience temporary illness, injury or indisposition at the time of an assessment. This should allow them another free of charge attempt to demonstrate the achievement they are capable of for the components that are subject to special consideration.

3 Scope

3.1 This policy applies to the following:

- Apprentices completing the end-point assessment (EPA) for the Farrier apprenticeship standard.
- Staff;
- Examiners;
- Quality reviewers;
- Key stakeholders involved in assessment development;
- Qualifications regulators.

4 Definition of Reasonable Adjustments

4.1 A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in the assessment situation.

4.2 Reasonable adjustments must not affect the reliability and validity of the assessment outcomes, but may involve:

- Changing usual assessment arrangements, for example allowing a student extra time to complete the assessment activity;
- Aiding during assessment, such as a sign language interpreter or a reader;
- Re-organising the assessment room, such as removing visual stimuli for a student 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.

4.3 Reasonable adjustments for apprentice individuals are recommended and approved by the farrier training college. Reasonable adjustments are set in place before the assessment activity takes place; they constitute an arrangement to give the student access to the examination. The work produced by the student will be marked in the same way as the work of other assessed students.

4.4 The Company is only required by law to do what is 'reasonable' in terms of giving access. 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.

4.5 An important consideration of reasonable adjustments is that this does not override the need to maintain competence. The adjustments should allow the student to demonstrate this competence but not replace it. This is particularly the case with examinations that lead to professional registration.

5 Types of Assessment and Reasonable Adjustments

- 5.1 Different types of assessment make different demands on the student and will influence whether reasonable adjustments will be needed and the kind of reasonable adjustment which may be put in place.
- 5.2 The adjustments that are appropriate for an assessment will depend upon:
- The specific assessment requirements of the examination
 - The need to ensure that core competencies or essential skills are assessed appropriately
 - The type of assessment.
 - The needs and circumstances of the individual student.
 - Equality of opportunity – no reasonable adjustment should give a student an unfair advantage or disadvantage.

6 Assessments which are Not Taken Under Examination Conditions

- 6.1 With these types of assessments, the Company has greater flexibility to be responsive to an individual student's needs and choose an assessment activity and method that will allow the student to demonstrate attainment.

7 Assessments which are taken under examination conditions

- 7.1 Where the method of assessment is more rigidly determined, such as for assessments taken under specified conditions, there may be a greater need for adjustments to standard assessment arrangements in order to give access.

8 Identifying students who are eligible for reasonable adjustments

- 8.1 Any adjustment to assessment will be based on what the student needs to access the assessment. Below are some examples of student needs that may be adjustments to assessments. This list is not exhaustive, and it should be noted that some student needs will fall within more than one of the categories set out below.

- Communication and interaction needs;
- Cognition and learning needs;
- Sensory and physical needs;
- Behavioral, emotional and social needs.

- 8.2 The student will be eligible for reasonable adjustments if their performance during an assessment is likely to be substantially affected by an impairment. Many of these students 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 student at a substantial disadvantage, in comparison with persons who are not disabled.
- 8.4 A student does not necessarily have to be disabled (as defined by the Equalities Act 2010) to be entitled to reasonable adjustments to assessment. Every student who is disabled will also not necessarily be entitled to or need an adjustment to assessment. The student may have developed coping mechanisms which minimise or remove the need for assistance.

9 Identifying students' needs

- 9.1 Students who wish to apply for reasonable adjustments must apply to the relevant department of their farrier training college.
- 9.2 It is the farrier training college's responsibility to ensure that all applications for reasonable adjustments are based on the individual need of the student and that the evidence in support of the application is enough, reliable and valid. The Company may maintain records of cases for audit purposes and to monitor the effectiveness of the reasonable adjustments which have been made.
- 9.3 Requests for reasonable adjustments, particularly for formal examinations, must be made in accordance with any published deadlines to ensure there is enough time to make appropriate arrangements.

10 Reasonable adjustments that can be made

- 10.1 The Company may present assessment materials or documents in a way that reflects the student's normal way of working and enables him or her to meet the specified assessment criteria. For example, materials do not always have to be in written format, unless specified by the assessment requirements.

11 Requirements for reasonable adjustments

- 11.1 The outcome produced by the student must always:
- Meet the requirements of the specifications regardless of the process or method used;
 - Be as rigorous as assessment methods used with other students;
 - Be assessable;
 - Be able to be moderated or verified.
- 11.2 The student must fulfil the demands of the criteria, regardless of method used to obtain the evidence. The assessment criteria may not be amended, re-worded or omitted.

- 11.3 The student may use any mechanical or electronic aids which are available in the workplace or which are commercially available in order to demonstrate competence. For example, these may include specially adapted equipment or assistive technology.
- 11.4 All adjustments should be consistent with the student's normal way of working and must not give the student an unfair advantage over others.

12 Requirements for external awards and apprenticeships

- 12.1 In some cases the Company, the awarding body, may permit the farrier training colleges to implement reasonable adjustments without seeking prior permission. The awarding body may, however, require the farrier training college to report back when they have permitted reasonable adjustments. The training college should declare that the information provided for the awarding body is accurate and that the adjustments to assessment have been made in accordance with the guidance of awarding body. The declaration should be signed and dated by a member of the Farrier training college who has formally been given delegated authority for this by their Head of Department.

13 Records

- 13.1 The Company should keep records for audit purposes where they are permitted to agree reasonable adjustments.

Appendix 1: List of possible reasonable adjustments for examinations

The list of reasonable adjustments is organised under the following headings:

Extra Time	Invariably applied to examination-based assessment. Extra time should not be allowed where its use will invalidate the assessment criteria. Extra time should not give the student an unfair advantage over others. The amount of extra time must be realistic.
Supervised rest breaks	Colleges should ensure that both the student and his/her work is supervised during the break. The duration of the break should not be deducted from the assessment time. Rest breaks should not be allowed where their use would invalidate the assessment criteria
Changes in organisation of the assessment room	The College should consider the needs of each individual student and, where possible, arrange the assessment room to suit the student.
Separate accommodation within the College	Colleges should ensure that, where students are accommodated separately for assessments taken under examination conditions, usual examination conditions apply, and separate invigilation is arranged.
Taking the assessment at an alternative venue	For assessments taken under examination conditions, standard examination conditions should be in place at the alternative venue and the standard procedures for security of assessment material and dispatch of the student's work should be followed.
Use of colored overlays, low vision aids, tinted spectacles, cut and ocr scanners	The student should be familiar with how the aid works. The use of aids should not give the student an unfair advantage over other students or invalidate the assessment criteria.
Use of assistive technology	The student should be familiar with how the assistive technology works. The assistive technology should not give the student an unfair advantage over other students or invalidate the assessment criteria.
Assessment material in enlarged format	Where appropriate, the College should meet published deadlines for requesting enlarged assessment material. In cases where the College is permitted by to enlarge assessment material, the College should take responsibility for the security of the material and for ensuring that the entire document is enlarged.
Assessment material on coloured paper	Where appropriate, the College should meet deadlines for requesting externally set assessment material on coloured paper
Use of ICT to present responses	The College should ensure that: the computer is used solely by the student and not by someone acting on the student's behalf unless the student has permission to use a scribe; the computer is working correctly at the time of an assessment. It is the College's responsibility to arrange the ICT provision for the student; the student has access only to those facilities (for example spell/grammar checker, voice activated software, speech reading software,) which have been agreed in advance; the student is not able to gain access to existing files or documents. Where a system operates from flash drive, CD or floppy disk, the student must be supplied with a formatted flash drive or disk containing only the software required for the assessment;

	<p>the computer should be free-standing and not be connected to the Internet, unless this is required in the assessment;</p> <p>the student is accommodated separately if the use of a computer is likely to distract other students. In this case separate invigilation should be arranged;</p> <p>the student is present when his/her work is printed. It is normal practice for a printed version of the student's work to be submitted and authenticated for assessment, and not the disk;</p> <p>where a question/answer booklet is provided, the student might need to answer some questions in the booklet and type other answers. Answers should be clearly labelled, and the printout must be attached to the question paper/answer booklet;</p> <p>the student should be proficient in the use of the computer and its software;</p> <p>the student's work is saved frequently and, if possible, using an auto-save facility.</p>
Reader	<p>The College should check that the use of a reader is the most appropriate arrangement to enable the student to undertake the assessment. The College should select a reader and fully brief him/her on their responsibilities.</p> <p>A separate invigilator should be present when a reader is used.</p> <p>A reader should not be allowed where such use would invalidate the assessment requirements.</p>
Scribe	<p>The College should check that the use of scribe is the most appropriate arrangement to enable the student to undertake the assessment.</p> <p>The College should select a scribe and fully brief him/her on their responsibilities.</p> <p>A separate invigilator should be present when a scribe is used.</p>
BSL interpreter	<p>The College should check that the use of BSL interpreter is the most appropriate arrangement to enable the student to undertake the assessment.</p> <p>The College should select a BSL interpreter and fully brief him/her on their responsibilities.</p> <p>A separate invigilator should be present when a BSL interpreter is used.</p> <p>A BSL interpreter should not be allowed where such use would invalidate the assessment requirements.</p> <p>The BSL interpreter should meet a particular person specification or should have an appropriate qualification in the sign language so as not to disadvantage the student.</p>