

POLICY

EQUAL OPPORTUNITY IN ASSESSMENT

Version	Date	Author	Update Information
1	16/08/19	JW	Policy created
2	05/11/19	CB	EF contact added
3	22/10/20	CB	Updates, staffing changes
4	26/07/21	CB	Updated in line with SQA guidance
5	14/09/22	DH	Reviewed and updated management staff contact details only
6	14/11/22	LJ	Minor updates
7	01/09/23	LJ	Minor update to include first aid qualifications

Training for Care believes that equality of access to education, including assessment, is crucial to unlocking many significant opportunities in life. Our aim, therefore, is to promote an inclusive ethos and environment, where everyone feels welcome, supported and respected.

We acknowledge that candidates are individuals with a diverse range of needs and have systems in place to ensure that we consider this when making assessment arrangements.

Training for Care is committed to providing assessment arrangements to allow candidates who are disabled, and/or who have been identified as having additional support needs, appropriate arrangements to access the assessment without compromising its integrity.

Our application and induction process for candidates is carefully designed to ensure learners are given an opportunity at each stage to inform us of any additional support needs. With permission from the learner, relevant information will be shared with the learner's allocated assessor and Internal Verifier to enable them to best support the candidate. Learners are also encouraged to discuss any needs with their assessor through the duration of their award.

The following are examples of reasonable adjustments that may be used to support SVQ and Foundation Apprenticeship candidates:

- Extra observation and discussion for candidates who are not able to evidence all/any parts of the qualifications through literacy
- 1:1 support with literacy – the assessor may act as a live scribe where necessary.
- Additional meetings with the assessor/mentor/candidate team to investigate how the mentor/employer is able to offer extra support to the candidate
- The use of specific aids which are designed to enhance the candidate's methods of displaying relevant knowledge and skills such as a Dictaphone, product from their place of work, any technology that supports people with additional needs
- Learning materials printed on different coloured paper or supplied with coloured film overlays to mitigate dyslexia

Assessment arrangements will be recorded by the assessor on the candidates Candidate-Assessor-Mentor agreement, Learning Plan and on the candidate's e-portfolio. These arrangements will be reviewed regularly throughout the award with changes recorded by the assessor on the Learning Plan.

To ensure transparency and prevent malpractice, all adjustments and/or changes to the candidate's assessment arrangements will be discussed and agreed with the Head of Department.

Records containing sensitive personal data must be stored in line with Data Protection guidance and will only be shared with SQA staff with permission from the learner.

If at any point learners feel their needs are not being met they should discuss this with the relevant head of department:

Adult care (Social Services and Healthcare) and Management awards – Deborah Hughes

Childcare (Social Services Children and Young People) awards – Sheila Bulloch

Foundation Apprenticeships / Schools Vocational Awards – Caroline McKay

First Aid Awards – Deborah Hughes