



PiPeLine Productions Academies

Access to Fair Assessment Policy and Procedure

Purpose of the policy

PiPeLine Productions Academies are committed to making sure that all of our candidates have access to fair assessment. As our current awarding organisation we follow the NCFE Reasonable Adjustments and Special Considerations Policy. This reflects the needs of individual learners and ensures 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. Special consideration is 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.

Statement

PiPeLine Productions Academies has a duty to ensure that the integrity of NCFE qualifications, units and assessment is maintained at all times. At the same time, awarding bodies and the Academy have a duty to ensure that the rights of individual learners to access qualifications, units, and assessment in a way most appropriate for their individual needs are upheld. Disability and equal opportunity legislation and the regulatory criteria give support and guidance to awarding organisations and centres in creating an inclusive assessment process.

The qualifications and units are developed to National Standards of knowledge, skills and competences. These are defined in the units of assessment as learning outcomes and assessment criteria. The unit assessment grids or benchmark assessments and where appropriate external assessments ensure that the required standards are met; these cannot be altered outside the unit and qualification approval process.

Reasonable adjustments

A reasonable adjustment 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. Reasonable adjustments must not affect the reliability and validity of the assessment outcomes but may involve for example, changing usual assessment arrangements such as allowing a learner extra time to complete the assessment activity, adapting assessment materials, for example providing materials in Braille, providing assistance during assessment, such as a sign language interpreter or a reader, 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. Awarding organisations and centres are only required by law to do what is 'reasonable' in terms of

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PiPeLine Productions Academies LTD. PiPeLine Productions Academy for the Urban Arts

The Delius Arts & Cultural Centre, 29 Great Horton Road, Bradford BD7 1AA

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www.hiphopacademy.co.uk



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. Other factors, such as the need to maintain competence should be taken into consideration. PiPeLine Productions Academies will at all times uphold the standards set by the awarding body and will use the awarding body's Reasonable Adjustments and Special Considerations policy for possible reasonable adjustments. Where possible PiPeLine Productions Academies will use the most accessible forms of recording evidence and assessment for the learner within the awarding body guidelines.

Identifying learners' needs

The Academy will ensure it has effective internal procedures for identifying learners' needs and that these procedures comply with the requirements of Disability and Equal Opportunity legislation. The Academy will liaise with the candidate, schools, supporting organisations, and parents to identify need and gain evidence. We will aim to identify those learners who are having difficulties or are likely to have difficulties accessing assessment. We will aim to identify whether reasonable adjustments may be needed. We will aim to identify the appropriate adjustment. We will ensure that the adjustment is in accordance with the awarding body guidelines.

Identifying and obtaining supporting evidence

In order to ensure that any adjustment to assessment will only provide the learner with the necessary assistance without giving him or her an unfair advantage over others, the Academy needs to be clear about the extent to which the learner is affected by the disability or difficulty.

Where the Academy can verify evidence of the disability or difficulty and where the implications are clear, such as for a learner with physical difficulties, profound hearing impairment or who are registered as blind or partially sighted, the Academy does not need to provide further evidence of these physical difficulties.

Where the implications of the difficulty are not obvious, such as for learning difficulties, or mental health difficulties, the centre will have to provide additional evidence of the effect of the impairment on the learner's performance in the assessment. PiPeLine Productions Academies will follow the awarding body's guidelines as to what is acceptable. The Academy will decide from this which of these will best assist understanding of the learner's situation.

PiPeLine Productions Academies will ensure that all applications for reasonable adjustments are based on the individual need of the learner and that the evidence in support of the application is sufficient, reliable, and valid. The Academy will maintain records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments which have been made.

All staff and candidates will be made aware of the full NCFE Reasonable Adjustments and Special Considerations Policy which will be available in the policy documents folder.

Signed:

Philip Charles
Joanne McGill
(Directors)