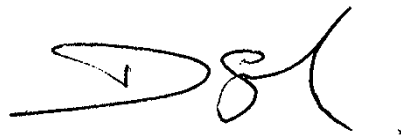


# Access to Fair Assessment v2.1

Version	Date	Policy Author(s)	Review Date
Version 1.0	May 2023	Karen Hemmings, Quality & Curriculum Manager	May 2024
Version 2.0	June 2024	Karen Hemmings, Quality & Curriculum Manager	June 2025
Version 2.1	August 2024	Kerri Burns, Head of Quality	June 2025

Version	Page No.	Paragraph / Bullet	Changes
Version 2.0	1	2 & 3	Wording
Version 2.0	2	1, 2 & 5	Wording
Version 2.0	3		Link to CIH
Version 2.1	3		CIH appeals policy and procedure link updated

Signed:



Printed Name: Debbie Gardiner MBE

Job Title: Managing Director

Date: 28<sup>th</sup> August 2024

## Statement of Assessment

- AKG (UK) Learning Ltd trading as AKG Learning aim to provide a variety of qualifications which provide all learners with the opportunity to achieve their full potential by the most appropriate and direct route.
- AKG Learning Assessment Policy is based on the concepts of equality, diversity, clarity, consistency, and openness.
- AKG Learning will endeavor to ensure that the assessment processes are implemented in a way which is fair and non- discriminatory.

## What learners can expect from us:

- AKG Learning aims to ensure that all assessments of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification and/or apprenticeship standards and tutors involved will be fully qualified and/or working towards the relevant qualification.
- Internal assessments will be carried out fairly and according to awarding body instructions. Externally marked tests and exams will be marked according to the requirements of the awarding body.

## Learners can expect:

- To be aware, from the commencement of their programme
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the evidence.
- All evidence to be marked within a suitable timeframe.
- Where RPL and exemptions can be applied, AKG Learning will ensure this is pursued with the relevant awarding body.

## Cheating and Plagiarism

- A fair assessment of the learner's evidence can only be made if it is entirely the learner's own evidence. If there is any concerns that this is not the case the plagiarism policy and malpractice & maladministration policy will be followed.
- If a learner feels they have been wrongly accused of cheating or plagiarism, they should be referred to the Complaints/Appeals Policy.

## Access

- Learners and tutors are made aware of the existence of this policy and have open access to it.
- Access Arrangements allow candidates to show what they know and do without changing the demand of the assessment. For example, through the use of readers, scribes and Braille question papers.
- Access Arrangements are agreed **and** allow candidates with special educational needs, disabilities or temporary injuries to access the assessment and a fair and equal chance of demonstrating their knowledge, skills and understanding to achieve the assessment standards.
- The access arrangement will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the arrangement.

## Access arrangements must:

- Not make the assessment easier
- Not give the candidate an unfair advantage
- Be based on the individual need of the candidate
- Be auditable and capable of being internally and externally quality assured
- Give a realistic indication to a potential employer of what the holder of the certificate can do

## Special Considerations

A Special Consideration is a **post-assessment** adjustment reflecting an unforeseen circumstance which could affect a candidate's performance during or near the time of an assessment and/or examination.

Special consideration may be given following **dated** examinations for candidates who are present for the examination but may have been disadvantaged, for example, by temporary illness or adverse circumstances during the assessment.

In the case of an **online** assessment, the assessment should be rescheduled. Examples of unforeseen circumstances include, but this is not limited to:

- Temporary illness or accident/injury at the time of the assessment
- Bereavement at the time of the assessment (where whole groups are affected, normally only those most closely involved will be eligible)
- Domestic crisis arising at the time of the assessment
- Serious disturbance during an examination, particularly where recorded material is being used
- Other accidental events at the time of the assessment such as being given the wrong examination paper, being given a defective examination paper, failure of IT equipment, failure of materials to arrive on time

Such circumstances may not affect the assessment outcome; therefore, it may be more appropriate to reschedule the assessment to enable fair access.

Special consideration cannot give the candidate an unfair advantage and must not mislead regarding a candidate's achievements. The candidate's results must reflect their actual achievement in assessments, not their potential ability.

**Refer to awarding body policies and procedures**

<b>EPAO/AO</b>	<b>Email Address &amp; Phone Number</b>	<b>Website Link</b>
NCFE	<a href="mailto:Complaints@ncfe.org.uk">Complaints@ncfe.org.uk</a> 0191239 8000	<a href="https://www.ncfe.org.uk/contact-us/making-a-complaint">https://www.ncfe.org.uk/contact-us/making-a-complaint</a>
Highfield	<a href="mailto:info@highfield">info@highfield</a> 01302 363277	<a href="https://www.highfieldqualifications.com/">https://www.highfieldqualifications.com/</a>
Property Mark	<a href="mailto:help@propertymark.co.uk">help@propertymark.co.uk</a> 01926 496800	<a href="https://www.propertymark.co.uk/">https://www.propertymark.co.uk/</a>
CIH	<a href="mailto:customer@cih.org">customer@cih.org</a> 024 7685 1700	<a href="http://www.cih.org/media/hkhound/appeals-policy-v2109.pdf">www.cih.org/media/hkhound/appeals-policy-v2109.pdf</a>