

Access to Fair Assessment Statement

Park Education and Training Centre is committed to providing on-going support to learners with particular requirements and aspires to eliminate discrimination. On this basis, we ensure accessible services and make appropriate adjustments, where required, to facilitate learners in completing the course/programme as independently as possible. Our personnel are committed to contributing to this practice and the overall aims are to assist learners in managing their individual situation and create a more accessible learning and assessment environment for all. In order for this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage. In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

- ♣ ensure the access to fair assessment statement and practice are understood and complied with by any personnel involved in assessment and also by learners
- ♣ promote equality in relation to the provision of the learning programme and assessment of the qualification
- ♣ adhere to related procedures and regulations regarding reasonable adjustments to assessment and special consideration
- ♣ ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable
- ♣ request permission for the implementation of specific adjustments from the awarding body where required
- ♣ ensure appropriate equipment/personnel (technological equipment or any assistant personnel, ie reader, scribe, practical assistant, etc) is available for selected adjustments to delivery and/or assessment
- ♣ use assistive equipment and personnel within the reasonable adjustments framework, as outlined , without disadvantaging others who are not affected by particular requirements.

It is ultimately the responsibility of the Head of the Centre, Philip Kanda, to ensure that this statement and related procedures are published and accessible to all personnel, learners and any relevant third parties. However, the quality coordinators (QCs) specific to each qualification are responsible for ensuring this information is fully understood by their qualification team and by the learners who commence courses/programmes in their area.

Learners have the right to raise any issues related to the implementation of access arrangements or make a formal complaint via Park Education and Training Centre learner complaints procedure or the Park Education learner appeals procedure, if they are not satisfied with the outcome of the decision in relation to the access arrangements applied.

Procedure for Access Arrangements



Stage 1: Park Education evaluates and identifies the need for the implementation of access arrangements due to a learner's particular requirements where a learner reports the request to the tutor/assessor or where it is identified via other acceptable means. At this stage, the learner must provide all necessary evidence (medical evidence/certification, diagnostic test results, a statement from the invigilator/tutor/assessor or any other appropriate information) to demonstrate the condition or reason(s) affecting his/her performance.

Stage 2: The tutor/assessor communicates the request to the qualification-specific quality coordinator (QC), who checks the learner's eligibility. The QC collates all evidence required and helps the learner to make the application for reasonable adjustments/special consideration.

Stage 3: If access arrangements as requested by the learner are not appropriate and the application is rejected by Park Education, other alternatives will be suggested, where required. If the application for access arrangements is accepted, the decision is communicated to all personnel involved in the delivery and/or assessment and arrangements are made as soon as practicable to assist the learner.

All records relating to the application, relevant evidence and monitoring forms are securely retained for five years.