

Access to Learning and Assessment

The assessment must be available to all learners who have the potential to meet the required standards. This principle is fundamental to regulated qualifications.

Qualifications are designed to recognise competence wherever and however it has been developed. Learners may begin a qualification with different levels of experience, knowledge, and prior learning. This means learners may start at various points, while still working towards the same national standards.

Fair Assessment

- All learners are treated fairly and with respect
- Learners are given the best opportunity to show what they know and can do
- Assessment decisions are consistent, valid, and reliable

Assessment focuses on the learner's achievement of the standard, not on how learning has taken place.

Promoting Access and Fair Assessment

Promoting access and fair assessment recognises that learners have a wide range of needs, including particular assessment requirements.

Some learners may need:

- Additional support
- Reasonable adjustments
- Alternative ways of providing evidence

This may include different assessment approaches to help learners demonstrate their competence.

Any alternative assessment method used:

- It is agreed in advance
- Is appropriate to the learner's needs
- Allows the learner to demonstrate achievement of the same national standards

Care is taken to ensure that alternative assessment methods are of **equal quality and rigour** to those used for other learners.

Supporting Learners

Support may be provided to help learners access assessment, for example:

- Extra time for assessment activities
- Oral questioning or professional discussion
- Use of assistive technology
- Alternative formats for evidence

Support arrangements are recorded and reviewed as required.
Support must not lower or change the qualification standard.

Qualifications Are Required to Be

Qualifications delivered by ARC Training Services are:

- Free from barriers that restrict access and progression, and available to all learners who are able to achieve the required standard, by whatever means.
- Free from overt or covert discrimination, with due regard to individual needs, including age, disability, gender, sexual orientation, race, religion or belief, first language, and working pattern.
- Based on assessment of learning outcomes, independent of the mode or location of learning.
- Awarded through valid and reliable assessment decisions, ensuring learners can demonstrate performance to the national standards in the workplace or relevant assessment environment.

Review and Alignment

This policy aligns with:

- ARC / City & Guilds Quality Assurance Standards
- Equality Act 2010
- Reasonable Adjustments and Special Considerations guidance

The policy is reviewed regularly to ensure it remains current and effective.