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**Special Arrangements and Considerations Policy**

The Real Apprenticeship Company Ltd (TRAC) recognises that end-point assessment is the criteria which a learner must demonstrate to evidence occupational competence. The opportunity to undertake the end-point assessment must be available to all those who have the potential to achieve the standard.

The promotion of access and fair assessment acknowledges that there is a diverse range of candidates with different needs. Candidates with specific assessment requirements in relation, for example, to learning difficulties, visual or hearing impairment, mental illness, or English as an additional language - may need to use alternative means of providing evidence. Different approaches and support will be provided to allow each candidate to demonstrate their competence. TRAC will ensure that proposed assessment methods are of equal quality and rigour to those for mainstream candidates to demonstrate that the candidate has achieved the national standard. It is of paramount importance that learners and employers have confidence in the standards and end-point assessment processes and procedures which TRAC delivers. We are committed to ensuring that learner assessment and its consequences are managed effectively and consistently.

**Assessment arrangements for learners with disabilities**

It is well documented that learners learn in different ways and respond differentially to different assessment methods. Our end-point assessors work with individual learners, to establish their own individual learning and assessment style, and then ensure the necessary resources and support are put in place to allow access to assessment (in line with the EQA and standards).

The Real Apprenticeship Company Ltd (TRAC) is supportive of those learners who are prepared to identify themselves as having a disability. For example:

**For learners who have dyslexia or English as a second language-** allow additional time and/or present written questions in a simplified format (e.g. bullet-point)

**For learners who have a hearing impairment** - make provision for an induction loop to be used where all or part of an assessment is presented orally and/or engage a third party to communicate questions and instructions to the candidate through sign language

**For learners who have a mobility disability** - allow candidates who undertake presentations a longer lead-in time to plan answers verbally or in writing before commencing their presentation; and/or use a combination of oral and written or other visual formats

**For learners who have a visual impairment** - install specialist software on computers and/or engage a third party as a reader; and/or present questions orally and elicit answers orally for assessment by one or two Assessors; and/or present audio- taped questions and audio-tape the answers; and/or convert paperwork to large print or Braille

**Principles**

TRACs policy governing the assessment of learners is based on the following principles:

* That assessment is an integral part of a dynamic learning and teaching process and not separate from it.
* That assessment plays a key part in the rigorous setting and maintaining of academic standards.
* That all learners are entitled to parity of treatment.
* That progress is achieved by credit accumulation and the completion of prerequisites.
* That due attention is paid to the assessment requirements of professional bodies.
* That different module learning outcomes should be recognised by and reflected in different  forms of assessment.
* That explicit criterion against which learner performance is assessed should be published to  learners in advance of their assessment.
* That all learners should be afforded maximum opportunity to demonstrate their knowledge,  skills, competencies and overall strengths through a variety of assessed activities

TRAC will assure that assessment practice is scrutinised by both internal and external verifiers, to maintain standards, ensure consistency and comparability across assessments.

For any learner with special needs due to a disability or learning difficulty, TRAC will ensure that alternative comparable assessment tasks are agreed and approved sufficiently in advance of the point at which the assessment is undertaken. Also, that all learners are consulted and kept fully informed about expectations, processes and the outcomes of assessment and that method used to assess performance are fair and fit for purpose. TRAC confirm that all end-point assessments will be undertaken by appropriately qualified and industry competent staff.

The Real Apprenticeship Company Ltd will continually review and monitor the Special Arrangements and Considerations Policy. If there is any contradiction to this policy, the Regulation and Compliance Manager should be advised.

**Signed:** Debbie Shandley

**Date:** June 2017

**Review date:** June 2018