



NATIONAL ASSOCIATION OF MEMORIAL MASONRY

FAIR ACCESS TO ASSESSMENT POLICY

Aim

To provide support and opportunity to all Candidates to achieve NAMM City & Guilds Assured Certification by Assessment

Purpose

To ensure that all parties are clear of what NAMM can offer to assist and to help Candidates have a fair advantage to take an assessment of competence of the chosen subjects NAMM offers.

To be clear about roles and responsibilities of all parties before assessment date. Therefore, it is required that:

- A plan is agreed by all parties and can be effectively managed
- A clear understanding of what is trying to be achieved and subsequent benefits
- The Company or the Candidate need to identify their requirements to NAMM. The responsibility for safety by the Company and Candidate by having the relevant experience and training are paramount before assessment can be undertaken by NAMM.
- 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, NAMM must be made aware and be clear about the extent to which the learner is affected by the disability or difficulty.

1. Definition

NAMM must have in place the necessary systems and procedures to allow the provision of access arrangements, including reasonable adjustments. These should reflect the needs of individual learners and must also ensure 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 to be given to learners that experience temporary illness, injury or indisposition at the time of an assessment or that a new date be set if the Health & Safety of Candidate or Assessor is compromised.

2. Intended Parties

2.1 The intended parties for this document are:

- Centre staff responsible for Quality Assurance;
- Assessors;
- Internal Verifiers;
- Quality Reviewers and External Verifiers;
- Trainers
- Course Developers
- The Candidate

2.2 This policy applies to:

NAMM ASSESSMENTS QUALITY ASSURED BY CITY & GUILDS

3. Introduction

3.1 The Policy sets out:

- The principles which should be followed when making decisions about adjustments to assessment;
- The procedures which should be followed when making adjustments to assessment requirements.
- Review of the policy and procedure periodically and revise it when necessary in response to Candidate and Assessor feedback, changes in practice, requirements in legislation. The review will ensure that procedures continue to be consistent with the Assessment criteria and are applied properly and fairly.

3.2 NAMM has a duty to ensure that the integrity of the assessment is maintained at all times and for the Candidates individual needs to be upheld. Disability and equal opportunity legislation is upheld to give support and guidance in creating an inclusive assessment process.

4. Definition of Reasonable Adjustments

4.1 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.

4.2 Reasonable adjustments **must not** affect the reliability and validity of the assessment outcomes, but may involve:

- Changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity;
- Allow assistance during assessment, such as a
 - Sign language interpreter to accompany the candidate
 - Providing a reader
 - Providing a scribe
- Breaks may be necessary. The duration of the break should not be deducted from the assessment time
- Changing the assessment method, for example from a written assessment to a spoken assessment; example incorporating the practical assessment with the questions that would be normally a written classroom assessment.
- Using assistive technology, such as screen reading or visual demonstration with voice accompaniment. Example CPD assessment - animated memorial fixing film.

4.3 Reasonable adjustments are approved and set in place before the assessment activity takes place;

- The assessment to be marked in the same way as the work of other assessed learners.

4.4 NAMM is only required by law to do what is 'reasonable' in terms of 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 and the required health and safety obligations must be taken into consideration. Health & Safety is a major factor in practical assessment.

5. Types of Assessment and Reasonable Adjustments

5.1 Different types of assessment make different demands on the Candidate and will influence whether reasonable adjustments will be needed and the kind of reasonable adjustment which may be put in place.

5.2 The adjustments that are appropriate for a particular assessment will depend upon:

- The specific assessment requirements of the assessment.
- The type of assessment.
- The particular needs and circumstances of the individual learner.

5.3 The learner may use any mechanical, electronic, or human aid, which are available in the workplace, or which are commercially available in order to demonstrate competence. For example, these may include

- SPECIALLY adapted equipment or assistive technology, which does not compromise Health & Safety.
- READER The centre should check that the use of a reader is the most appropriate arrangement to enable the learner to undertake the assessment. The centre should select a reader and fully brief him/her on their responsibilities
- SCRIBE The centre should check that the use of scribe is the most appropriate arrangement to enable the learner to undertake the assessment. The centre should select a scribe and fully brief him/her on their responsibilities.
- BSL INTERPRETER The centre should check that the use of BSL interpreter is the most appropriate arrangement to enable the learner to undertake the assessment.
The Candidate should provide their own BSL interpreter.
The centre will fully brief him/her on their responsibilities. A BSL interpreter should not be allowed where such use would invalidate the assessment requirements or be detrimental to Health and Safety requirements.

5.3.1 Responsibilities of the READER, SCRIBE or BSL INTERPRETER

- To communicate only the questions needed to be answered one at a time giving the Candidate time to answer
- If a question is not clear, to ask the assessor for clarification without leading to the answer
- To remain neutral whilst responses are made by the Candidate
- To in no way lead the Candidate to an answer
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5.4 In these types of assessments the learner may meet the specified assessment criteria in any way that is valid. To facilitate access where there is evidence of need, the centre may allow the learner to use any mechanical, electronic or other aids in order to demonstrate achievement as long as the aids:

- Are generally commercially available;
- Reflect the learner's normal way of working;
- Enable the learner to meet the specified criteria;
- Do not give the learner an unfair advantage.

NOTE A candidate with a Statement of Special Educational Need does not automatically qualify for reasonable adjustments. The demands of the units and qualification should be taken into account.in particular the Health and Safety of the candidate and the assessor.

5.5 Record Keeping

- Records of all cases for audit purposes and to monitor the effectiveness of the reasonable adjustments which have been made.
- NAMM will retain a copy of the application form and supporting evidence in accordance with GDPR.