

Access, Fair Assessment, Safe Assessment and Conflict of Interest Policy



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Policy Statement

Arena Learning Access, Fair Assessment, Safe Assessment and Conflict of Interest Policy sets out the commitment to providing all learners with an outstanding education experience which equips them for success in personal aspirations, and wider contribution to society and employers by ensuring all staff are standards. to the require

Aims and Objectives

Arena Learning aims to provide fair access to assessment for all learners on qualification-based programmes. Assessment practice will be open and consistent within the codes of practice and regulations laid down by the relevant awarding and validation bodies.

Induction and support sessions will take place at the learner's place of work, which is fully accessible to learners with mobility problems. In addition, we have Student Services who ensure that learners with learning difficulties and disabilities are fully supported to achieve their learning goals.

Assessment Strategy and Standards of Practice

All assessments are conducted rigorously and accurately and, where appropriate, in accordance with the awarding organisation's published criteria and standards.

Assessment evidence will be judged according to the principles of:

- Sufficiency: consistent performance to the required level over a period of time
- Currency: evidence should prove that the learner is competent now
- Validity: evidence should be appropriate and relevant to the syllabus/standards it is addressing
- Authenticity: evidence must reflect the knowledge/skills/understanding of the learner.
- Reliability: evidence must produce results that are consistent over a range of conditions and circumstances.

Assessment will be internally quality assured or moderated according to Arena Learnings' Internal Quality Assurance Policy and Quality Manual.

Underlying the above there are 3 distinct factors: the candidates, the assessments and the assessors. Below Arena Learning consider how they may impact on it:

- Candidates: factors influencing a candidate's performance at the time of the assessment- e.g. the physical or emotional state of the candidate, or the conditions under which the assessment task was performed
- Assessments: inconsistencies introduced through the assessment method - e.g. if the assessment does not sample the full range of content or if it provides an advantage to some candidates but not others
- Assessors: inconsistencies introduced through the assessor/assessment process and practice e.g. different assessors interpreting criteria differently, or poorly defined assessment criteria

The work of another person must not be submitted as that of the learner. Other sources can be used in certain circumstances as long as the learner references these and will be assessed against the pass criteria in each unit and the merit and distinction criteria as identified in the specification.

The chosen format and method of assessment is appropriate to the qualification and any conditions specified by Awarding Organisations. Assessment materials are presented in clear and unambiguous language and must differentiate only on the basis of a learner's knowledge, skills and understanding. Such materials must be free from any overt or covert discrimination against an individual, either in wording or content.

Arena Learning will appoint assessment staff whose knowledge; skills, qualifications and understanding are appropriate for the programme(s) they access. Staff will maintain their competence by regular staff development organised internally or externally. Standardisation meetings will provide opportunity for upskilling, refresher training, policy and procedure updates. Ensuring consistent, fair, safe and quality assessment practice across the organisation.

Initial Assessment

Prior to enrolment a full skills scan and IAG session will take place with all potential learners to ensure the suitability of the programme to the individuals job role, aspirations and goals. As part of the induction process all new learners will undertake an initial assessment of English and maths skills. This will be used to assess Basic Skill levels and to inform decisions about any additional learning support offered to learners in the early stages of their course.

Internal Assessment

Written and oral feedback must be given to learners as soon as possible after assessment. In the case of written or other product work submitted the feedback must be given within 2 working weeks of the official submission date. Feedback should be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance. Both formative and summative assessments will be recorded, tracked and given according to the planned assessment schedule/ Individual Learning Plan.

External Assessment

External assessment will be administered strictly in accordance with instructions issued by the relevant awarding organisations.

Arrangements for learners with Special Assessment Requirements

The assessment process will take into account the individual needs of learners with disabilities and learning difficulties and reasonable adjustments can be made as described above, where learners supply evidence of their disability.

This means that they will need appropriate support in their development to help them meet the required standards such as:

- Help with communication and number skills
- Adapted equipment and physical environment
- Special information technology
- Support time for exams (up to 25% extra) and / or 'reader' or 'scribe'
- Confidence building

Assessment practice will be monitored through assessor induction, IQA of assessment decisions, observation of Teaching and Assessment Officers delivery and regular standardisation meetings led by the Quality Manager, Lead Internal Quality Assurer, Internal Quality Assurance and Assessors. The internal quality strategy and appeals procedures will also help ensure assessment is fair and consistent.

Conflicts of Interest

The purpose of this policy is to provide guidance to relevant individuals on handling possible conflicts of interest that may arise as a result of their role within Arena Learning, Assessor and IQA of accredited units and qualifications. This policy applies to all staff and other individuals whenever they interact or potentially interact with any of Arena Learning functions.

This policy:

- Defines the meaning of conflict of interest
- Sets out roles and responsibilities for managing conflict of interest, and
- Illustrations of potential conflict of interest situations.

It is the policy of Arena Learning that Tutors, Assessors and IQA's acting on behalf of Arena Learning (including those with whom Arena Learning have a Partnership Arrangement) must be free from conflicts of interest that could adversely affect their judgement or objectivity to the organisation in conducting business activities and assignments. Arena Learning recognises that tutors and assessors may take part in legitimate financial, business, charitable and other activities outside of the Arena Learning centre and Arena Learning recognised provider roles, but any potential conflict of interest raised by those activities must be acknowledged, disclosed, and in relevant cases properly managed. It is the responsibility of each individual to recognise situations in which they have a conflict of interest or might reasonably be seen by others to have a conflict; to disclose this conflict and to take such further steps as may be appropriate.

Assessor Code of Conduct

All Arena Learning Assessors abide by the following code of conduct:

- The differing needs of learners will be identified and handled with sensitivity
- Conflict of interest in the assessment process will be identified with appropriate referrals made to the Quality Manager when identified
- All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the Access and Equity Policy
- The rights of the learner are protected during and after the assessment
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the Appeals Policy
- The learner is made aware of rights and processes of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be accessed and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the learner and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- Prior to the assessment the learner is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- Confidentiality is maintained regarding assessment results and are only released with the written permission of the learner
- The assessment results are used consistently with the purpose explained to the learner
- Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards
- Professional development opportunities are identified and sought by assessors
- Opportunities for networking amongst assessors are created and maintained with standardisation of planning, conducting and reviewing assessment procedures and outcomes.

Safe and Fair Assessment

Assessors conducting assessment on behalf of Arena Learning will:

- Ensure they have arranged the assessment in advance with both the employer and learner at a date, time and venue agreed by all parties
- Ensure upon arrival at the learners place of work they report to reception following visitor procedures for the venue
- Ensure that safety of the personnel involved in the assessment is maintained at all times
- Ensure that assessment focuses on the application of knowledge and skills to the standard of performance required in the workplace and qualification / standard
- Ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the learner on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.
- Interpret and understand the performance criteria and evidence requirements.
- Select appropriate assessment methods and materials.
- Ensure they assess and judge a learner's skills and knowledge of competence against set standards, principles of assessment and rules of evidence
- Make fair and objective judgements
- Abide by the Assessor Code of Conduct
- Provide all relevant paperwork to administration for processing in a timely manner

Summary

Arena Learning fully ensures that all Teaching & Assessment Officers should ensure they provide fair, safe and accessible assessments for all learners in all locations. By following the policy, assessment strategy and standardised practice. As well as to support E&D, Prevent, British Values, social development and English and Maths skills within those assessment practices.