

EXAMINATION/ASSESSMENT AND INVIGILATION

Version 1
1st January 2023

Our aim:

Flannery Plant Hire (Oval) Limited is committed to providing a quality service for its staff and service users and working in an open and accountable way that builds the trust and respect of all our stakeholders.

Our responsibility

Ideally learners will be registered by the relevant member of Centre staff no later than at commencement of the course; however, this is often not possible and learners should be registered on the relevant qualification as soon as possible thereafter.

Flannery has the responsibility to take all reasonable steps to confirm the identity of the learners and they do this by requesting sufficient personal data to complete the registration form and inputting a unique learner number (ULN) – if the learner opts to have a ULN – to ensure the learner can be clearly and uniquely identified.

Flannery will nominate personnel who will be authorised to check and submit course registration/certification requests. Flannery is responsible for ensuring that the course has been delivered effectively; the learner has completed the relevant parts of the course and the identification of the learner has been confirmed.

In addition, they will check course paperwork and registration requests and certificate claims to ensure they have been fully and correctly completed, including:

- That result information match course registration details.
- Only appropriately competent trainers, assessors and verifiers were involved in the delivery/assessment
- The correct documentation was used
- Learner details are correctly completed
- Investigating any suspicious entries or reasons for omissions of key data, resolving any issues with the relevant trainer, assessor and/or internal verifier and when required raising the matter with the Awarding Organisation.
- Any completed Examination Answer Sheets will also be checked by the Centre to ensure full and clear completion and that the correct qualification has been listed, as well as being signed off by a suitable empowered and authorised member of staff.
- The initial trigger for all certificate claims rests with Flannery. Only when we are satisfied that a learner has completed the relevant assessments and have reached the specified level of attainment for the qualification will Flannery make a claim for certification to claim the full qualification.

Learner Information

Flannery will make clear to learners well in advance of the examination that they should notify the Centre should they require Reasonable Adjustments and/or Special Consideration.

Awarding Organisations policies in respect of Reasonable Adjustments and Special Consideration will be complied with.

Learners may be instructed to bring identification to the assessment for checking by the invigilator. This instruction should be given ahead of the course/assessment when the learner registers and/or with any pre-course materials.

Invigilators

The invigilator must not be related to learners. It is our responsibility to ensure that the invigilator is suitable to invigilate examinations.

Examination Procedures

Prior to the examination, Invigilators/Assessors should:

- Inspect the examination room to ensure that the accommodation is suitable and the seating is arranged in such a way to avoid malpractice;
- Ensure that there is an 'Exam in Progress' sign visible on any entry door to the examination room;
- Ensure that all learning aids (such as workbooks, wall posters etc.) that may assist learners with the examination are covered or removed
- Verify that all learners are present
- Identify any individuals for whom special arrangements have been approved
- Familiarise themselves with the Examination and Invigilators Procedures
- Explain evacuation arrangements to learners, in the event of an emergency
- Be confident that all the individuals attempting to take the examination are who they say they are
- Ensure all learners add their details to the Learner List.

Examinations

Prior to the examination, Invigilators/Assessors are required to:

- Arrive at the examination location in good time (unless tutor/invigilator are the same person)
- Inform the learners of the correct Centre and Tutor Number
- Inform the learners of the start and finishing time of the examination, referring to a clock that should be visible to all learners
- Ensure that all learners are positioned sufficiently apart to avoid the risk of malpractice
- The OSH recommend a minimum of 1.5 metres between learners
- Inform learners that they are not permitted to refer to any materials other than a standard dictionary. Invigilators/Assessors should check that only authorised materials are on the learner's desks
- If a paper based assessment, inform learners that multi-media devices, such as mobile phones, tablets, smart watches, need to be turned off and not placed on the examination desk. Locker space is provided
- Inform all learners that they should read all instructions on the examination paper before answering the questions
- Inform all learners that they are prohibited from communicating with other learners during the examination and that the Invigilator/Assessor is not permitted to provide any further explanation or guidance on examination questions
- Once the learners are settled, ensure that the learners have the correct examination paper, noting the title of the examination.
- The Tutor/Invigilator must supervise the learners at all times throughout the examination.
- Absolute silence must be maintained throughout the examination.
- Learners who arrive after the starting time for an examination may, at the discretion of the Invigilator/Assessor, enter the room and sit the examination providing that they do not disturb the other learners. They must, however, finish the examination at the same time as the other learners.
- Learners who need to leave the examination room must be accompanied by an Invigilator/Assessor, who must ensure that they do not speak to anyone else, make a telephone call or refer to any notes.
- Any learners wishing to leave the examination room early must hand in their answer sheet and examination paper and must not be readmitted to the room under any circumstances.
- In the event that an Invigilator/Assessor observes or suspects a learner of malpractice, that learner should be asked to stop. Should the action be considered serious enough, a learner's examination paper and answer sheet should be collected and the learner asked to leave the examination room.

Invigilators are expected to remind the learners of the time remaining approximately 15 minutes before the end of the examination.

In the event of an emergency, the Invigilator/Assessor should evacuate the examination venue in accordance with venue procedures. All examination papers and answer sheets must be left on the learners' desks.

If an Invigilator/Assessor is satisfied that the integrity of the examination has not been compromised, the examination can be resumed for the remaining allocated time.

Implementation and Review

This procedure is effective from 01.01.23 and will be reviewed in line with CITB updates and requirements. Overall implementation of this process lies with Aaron Davis (Head of Skills and Training).

Signed:

A.Davis, Head of Skills and Training, 01.01.23

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Special Consideration

This is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the learner faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised. Special consideration **cannot** apply to “licence to practise” units within a qualification, or to “licence to practise” qualifications.

Flannery will submit any requests for reasonable Adjustments or Special Considerations to the relevant Awarding Organisation via the appropriate Quality Nominee.

Introduction

Flannery Plant recognises disabilities are of a diverse nature and it does not tolerate discrimination on the basis of disability. We comply with the Equality Act 2010 and the amendments to the Act. We also recognise that the performance of a learner may be affected by extenuating circumstances occurring at the time of assessment.

The policy guidance:

- Explains how the company will manage and request reasonable adjustments and/or request special considerations
- Identifies roles and responsibilities within Flannery's
- Explain how they will deal with lost or damaged work

1. Reasonable Adjustment

1.1 Explanation of reasonable adjustment

A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. Reasonable adjustments must not affect the validity or reliability of assessment outcomes, but may involve: changing usual assessment arrangements adapting assessment materials providing assistance during assessment re-organising the assessment physical environment changing or adapting the assessment method using assistive technology.

Reasonable adjustments must be approved (internally or externally) and set in place prior to assessment commencing. It is an arrangement to give a learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners. Below are examples of reasonable adjustment. It is important to note that not all adjustments described below will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed, the same adjustment for all assessments.

Reasonable adjustments may fall into the following categories:

- Changes to assessment conditions the use of mechanical and electronic aids Modification to the presentation of assessment material
- Alternative ways of presenting responses
- Use of access facilitators.

A reasonable adjustment must never affect the validity or reliability of assessment, influence the outcome of assessment or give the learner(s) in question an unfair assessment advantage.

Examples of reasonable adjustments as defined by the above categories are listed below.

Allowing extra time, e.g. assignment extensions

Using a different assessment location

Use of coloured overlays, low vision aids, CCTV

Use of assistive software

Assessment material in large format or Braille

Readers/scribes

Practical assistants/transcribers/promoters

Assessment material on coloured paper or in audio format

Language-modified assessment material

British Sign Language (BSL)

Use of ICT/responses using electronic devices

1.2 Learner Enrolment

Learners will be enrolled with integrity onto their relevant qualifications. Flannery Plant will ensure that learners have the correct information and advice on their selected qualifications and that the qualifications will meet their needs. The recruitment process will also include assessing each potential learner and making justifiable and professional judgments about the learner's potential to successfully complete the assessment and achieve the qualification.

The Assessment will identify, where appropriate, the support that will be made available to the learner to facilitate access to the assessment. Where the enrolment process identifies that the learner may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this will be communicated clearly to the learner. If the learner still decides to proceed with studying a particular qualification and not be entered for all or part of the assessment.

Flannery Plant will advise the learner of:

- The range of options available, including any reasonable adjustments that may be necessary, to enable the demonstration of attainment across all required assessment
- Any restrictions on progression routes to the learner as a result of not achieving certain outcomes.

1.3 Applying reasonable adjustment

Reasonable adjustments must be approved by a Flannery Nominee before an assessment and must be intended to allow attainment to be demonstrated. A learner does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every learner who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the learner. A reasonable adjustment is intended to allow access to assessment but can only be granted where the adjustment does not:

- Affect the validity or reliability of the assessment
- Give the learner(s) in question an unfair advantage over other learners taking the same or similar assessment
- Influence the final outcome of the assessment decision.

Flannery Plant will ensure all reasonable adjustments are planned and implemented in a transparent and unbiased manner. All reasonable adjustments must be recorded on the Reasonable Adjustment form at Annex A of this policy and held within the learner's portfolio of evidence. All reasonable adjustments implemented are subject to meeting the requirements of the appropriate assessment strategy vocational qualifications' specification and assessment criteria. It is the responsibility of the appropriate Quality Nominee to ensure that any access arrangement implemented by the centre on behalf of the learner, is based on firm evidence of a barrier to assessment.

For vocational qualifications that are internally assessed Flannery Plant will not need to apply to the Awarding Organisation to implement a reasonable adjustment, but will:

- Only make reasonable adjustments that are in line with this policy
- Record all reasonable adjustments made on the reasonable adjustments form
- Keep all reasonable adjustment forms appropriate learner's record
- Make forms available to Awarding Bodies if requested required.

1.4 Requesting reasonable adjustment from Awarding Organisations

For vocational qualifications that contain externally assessed assessment such as Tests-set and marked by the Awarding Organisation, reasonable adjustment requests must be submitted to the relevant Awarding Organisation prior to implementation of the adjustment.

1.5 Assessing achievement

Flannery will ensure that for all internal assessment, achievement is given only for the skills demonstrated by the learner and that reasonable adjustments do not compromise the outcomes of assessment (as identified in 1.3 above).

1.6 Special Educational Needs

A Statement of Special Educational Needs (SEN) does not automatically qualify the learner for reasonable adjustment to assessment, as: the SEN statement may not contain a recent assessment of the needs; and the reasonable adjustment may compromise assessment (as identified in 1.3 above).

1.7 Inappropriate use of reasonable adjustment

Any inappropriate or misuse of a reasonable adjustment will be thoroughly investigated and appropriate action will be taken in line with Construction Skills Malpractice Policy.

2. Special Consideration

2.1 What is special consideration?

A special consideration is consideration given following a period of assessment for a learner who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment misses part of the assessment due to circumstances outside their control.

Special consideration may not be able to be applied where:

- Assessment requires the demonstration of practical competence
- Criteria have to be met fully
- Units/qualifications confer licence to practice.

ALL SPECIAL CONSIDERATIONS MUST BE APPLIED FOR TO THE RELEVANT AWARDING ORGANISATION

Where assessment is in the form of on demand assessment, such as electronic tests set and marked by computer, Flannery will always offer the learner an opportunity to take the assessment at a later date. A special consideration cannot give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's results must reflect real achievement in assessment and not potential ability. To this end, special considerations can only be a small post-assessment adjustment to the mark or outcome. A learner who is fully prepared and present for a scheduled assessment may be eligible for special consideration if:

- Performance in an assessment is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment
- Alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate
- Part of an assessment has been missed due to circumstances beyond the control of the learner.

A learner will **not** be eligible for special consideration if:

- No evidence is supplied by the centre that the learner has been affected at the time of the assessment by a particular condition
- Any part of the assessment is missed due to personal arrangements including holidays or unauthorised absence
- Preparation for a component is affected by difficulties during the course, e.g. disturbances through building work, lack of proper facilities, changes in or shortages of staff, or industrial disputes.

The following are examples of circumstances which might be eligible for special consideration (this list is not exhaustive):

- Terminal illness of the learner
- Terminal illness of a parent
- Recent bereavement of a member of the immediate family
- Serious and disruptive domestic crises leading to acute anxiety about the family Incapacitating illness of the learner

- Severe car accident
- Recent traumatic experience such as death of a close friend or distant relative
- Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
- Recent domestic crisis
- Recent physical assault trauma
- Broken limb on the mend.

2.2 Applying for special consideration

Flannery Plant will always ensure that arrangements are in place to allow all learners to complete and achieve their qualifications. In circumstances which are beyond control of the company this is unsuccessful, Flannery will apply to the relevant awarding Organisation for special consideration using the appropriate documentation. Flannery's Quality Nominee must authorise all applications for special consideration.

Annex A

Application of Reasonable Adjustment for:-

All reasonable adjustments must be made with consent of Flannery's Quality Nominee a copy of this form must be retained with the learners records.

Centre Number Centre Name

Learner Registration Number Learner Name

Assessment Date/Session

Qualification Title Unit numbers and titles to which reasonable adjustment applies:

Reason for application Reasonable adjustment made Supporting Evidence:

DECLARATION

I confirm:-

- This form contains accurate details of the reasonable adjustment applied.
- There is sound evidence to grant this reasonable adjustment.
- The adjustment will not: compromise assessment validity or reliability; affect the outcome of the assessment; give the learner in question an unfair assessment advantage over other learners undertaking the same or similar assessment.
- The reasonable adjustment has been made in line with Flannery's Policy.
- The learner's knowledge, skills and understanding will be appropriately assessed and the learner will be able to demonstrate the assessment criteria required by the specification following application of the reasonable adjustment.

Name : Signature:

Position Title

Date

3.0 Review of this policy

This Conflicts of Interest policy will be reviewed on an annual basis at the commencement of the financial year or more frequently should circumstances change.

4.0 Implementation and Review

This policy is effective from the 1st June 2022 and will be reviewed annually. Overall implementation of this policy lies with the Patrick Flannery (Managing Director) and Aaron Davis (Head of Skills and Training). Any queries relating to this policy should be directed to Aaron Davis in the first instance.



Patrick Flannery
Managing Director

1st June 2022

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