



## ACCESS TO FAIR LEARNING & ASSESSMENT STATEMENT

### Approval

Approved by	Owner	Dept	Date
<b>BGF Board of Trustees</b>	Louise Roberts	Programmes	10 <sup>th</sup> March 2020

### Document History

Version	Summary of Changes	Document Status	Date
<b>V1.0</b>	Adopted at Board	Live	10 <sup>th</sup> March 2020

### Access to Fair Learning and Assessment Statement

#### **1. Commitment**

1.1 The British Gymnastics Foundation is committed to providing ongoing support to learners with particular requirements and aspires to eliminate discrimination. On this basis, we ensure accessible services, making reasonable adjustments and applying special considerations where these are required, to facilitate learners in completing each course/programme as independently as possible.

1.2 Access arrangements ensure that the conduct of reasonable adjustments and special considerations reduce substantial disadvantage caused due to a learner's disability or difficulty. In accordance with the Equality Act 2010, we have a commitment to provide access for learners with particular needs to prevent discrimination in the delivery of qualifications and the assessment of learners.

#### **2. Reasonable Adjustments**

2.1 Reasonable adjustments are any arrangements made prior to the delivery or assessment of a qualification to reduce the effect of a disability or difficulty that places a

learner at a substantial disadvantage. These arrangements are required to be granted by the awarding organisation for the assessment of learners with a permanent, long-term or temporary disability, a learning difficulty, illness or indisposition.

### **3. Special Consideration**

3.1 Special consideration is the implementation of arrangements at the time of an assessment to allow competence to be demonstrated by learners who have been disadvantaged or were unable to attend the assessment due to emotional/physical difficulties or adverse circumstances. These arrangements are required to be granted by the awarding organisation for the assessment of learners who experience temporary difficulties.

### **4. Objectives**

Our personnel are committed to contributing to this practice and the overall aims are to assist learners in managing their individual situation and create a more accessible learning and assessment environment for all.

### **5. In order for this to be achieved, we aim to determine learners' particular requirements and requests for the provision of access arrangements at an early stage. To ensure we give access to fair assessment and treating all learners equally we intend to:**

- 5.1 ensure the access to fair assessment statement and practice are understood and complied with by any personnel involved in assessment and also by learners
- 5.2 promote equality within each of the learning programmes and in the conduct of all qualification assessments
- 5.3 adhere to related procedures and regulations regarding reasonable adjustments and special consideration; requesting permission to grant these for each learner from the relevant awarding organisation
- 5.4 ensure buildings and assessment sites used for delivery and assessments are accessible to all learners, as far as is practicable
- 5.5 ensure appropriate equipment/personnel (including technological equipment or any assistant personnel, i.e. reader, scribe, practical assistant, etc) is available for selected adjustments to delivery and/or assessment
- 5.6 use assistive equipment and personnel for reasonable adjustments, without disadvantaging others who are not affected by particular requirements.

### **6. Access Arrangements Procedure**

#### *Stage Reasonable Adjustments and Special Considerations*

Stage 1: The learner must request **reasonable adjustments** at the application stage of their course, by completing all sections of the enrolment form. The learner should also inform their tutor at the start of the course. This information will be passed to the course organiser who will evaluate the request and will liaise with the learner to validate their difficulty/disability and to ensure the relevant reasonable adjustments are identified. At this stage, the learner must provide all necessary evidence (medical evidence/certification, diagnostic test results, a statement from the invigilator/tutor/assessor or any other appropriate information) to support their request. Outcomes will be confirmed via email to the learner.

The learner must request all **special considerations** through the enrolment form and discussion with the course organiser. The course organiser will evaluate the need for the special consideration. At this stage, the learner must provide all necessary evidence (medical evidence/certification, diagnostic test results, a statement from the invigilator/tutor/assessor or any other appropriate information) to support their request. Outcomes will be confirmed via email to the learner.

Stage 2: The course organiser will request reasonable adjustments or special considerations from the British Gymnastics Foundation in accordance with the standard procedure.

Stage 3: The course organiser will ensure all reasonable adjustments and special considerations are implemented in accordance with outcomes confirmed by the British Gymnastics Foundation. They will evaluate the implementation and audit all outcomes. All records relating to the application, relevant evidence and monitoring forms are securely retained for five years.

### **7. Fair Access Appeals**

Where learners have requested reasonable adjustments or special considerations but are unhappy with the outcomes they have a right to make an appeal via the British Gymnastics Foundation by emailing [theteam@britishgymnasticsfoundation.org](mailto:theteam@britishgymnasticsfoundation.org)

### **8. Fair Access Complaints**

Learners have the right to raise any issues related to the implementation of access arrangements or make a formal complaint via the British Gymnastics Foundation Complaints Procedure which can be found on the British Gymnastics Foundation website.