

ENGLAND HOCKEY POLICY DOCUMENT



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Access to Fair Assessment

England Hockey is committed to providing ongoing support to learners with particular requirements and aspires to eliminate discrimination. On this basis, we ensure accessible services and make appropriate adjustments, where required, to facilitate learners in completing the course/programme as independently as possible. 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. 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. In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

- Ensure the access to fair assessment statement and practice are understood and complied with by any personnel involved in assessment and also by learners
- Promote equality in relation to the provision of the learning programme and assessment of the qualification
- Adhere to related procedures and regulations regarding reasonable adjustments to assessment and special consideration
- Ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable
- Request permission for the implementation of specific adjustments from the awarding body where required
- Ensure appropriate equipment/personnel (technological equipment or any assistant personnel, ie reader, scribe, practical assistant, etc) is available for selected adjustments to delivery and/or assessment
- Use assistive equipment and personnel within the reasonable adjustments framework, as outlined by 1st4sport, without disadvantaging others who are not affected by particular requirements.

Procedure for Access Arrangements

Stage 1

EH (on registration to the course in the first instance) evaluates and identifies the need for the implementation of access arrangements due to a learner's particular requirements where a learner reports the request to the tutor/assessor or where it is identified via other acceptable means. 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 demonstrate the condition or reason(s) affecting his/her performance.

Stage 2:

The educator/assessor/ Regional Administrator communicates the request to Coaching Manager via the Coaching Administrator (Quality controller role QC), who checks the learner's eligibility. The QC collates all evidence required and helps the learner to make the application for reasonable adjustments/special consideration.

Stage 3:

If access arrangements as requested by the learner are not appropriate and the application is rejected by EH or 1st4sport, other alternatives will be suggested, where required. If the application for access arrangements is accepted, the decision is communicated to all personnel involved in the delivery and/or assessment and arrangements are made as soon as practicable to assist the learner.

Stage 4:

Monitoring of the eligibility of decisions made outcomes of the applications and effectiveness of the procedure is conducted via the established 1st4sport procedure. The QC will ensure that the learner completes 5.5.3 Evaluation of the Effectiveness of Access Arrangements Report Form and forwards it to the 1st4sport Quality Management Team.

All records relating to the application, relevant evidence and monitoring forms are securely retained for five years

It is ultimately the responsibility of the Head of the Centre, EH Coaching Manager, to ensure that this statement and related procedures are published and accessible to all personnel; especially Internal Verifiers and Head Educators, learners and any relevant third parties.

Learners have the right to raise any issues related to the implementation of access arrangements or make a formal complaint via the EH learner complaints procedure or EH learner appeals procedure, if they are not satisfied with the outcome of the decision in relation to the access arrangements applied.