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Who are academic assessors and how are they prepared?

Reference: AC1 Last Updated: 06/02/2019

[Academic assessors](#) are registered nurses, midwives, and nursing associates, or in the case of prescribing programmes any qualified prescriber. Academic assessors collate and confirm student achievement in the academic environment for [each part of the programme](#). They work with a nominated practice assessor to make recommendations for [progression for the student they are assigned to](#).

They have been [prepared and supported](#) to take up their role and have [current knowledge and expertise](#) relevant for the proficiencies and programme outcomes they are collating and confirming.

The academic assessor is similar to the practice assessor role in many ways; but given that learning and assessment is structured differently in the academic environment, the academic assessor role is expressed to reflect this difference. Students may have on-going course work and assessments that are conducted by those delivering the academic learning, such as lecturers. The academic assessor is expected to 'collate' and 'confirm' the student's academic outcomes for the part of the programme they are assigned to the student, before recommending them for progression on to the next part of the programme.

Standards for student supervision and assessment: [6.1, 6.3-6.7](#) (page 8), [9.1-9.5](#) (page 10) [10.1-10.5](#) (page 11)

Standards framework for nursing and midwifery education: [R3.8](#) (page 9), [S4.1, R4.3-4](#) (page 11)

Standards for prescribing programmes: [4.6](#) (page 12)

Who can be an academic assessor?

Reference: AC1-A Last Updated: 29/01/2019

The academic assessor must be a registered nurse, midwife, nursing associate, or specialist community public health nurse (SCPHN). For prescribing programmes, the academic assessor can be any suitably qualified healthcare professional. Who the academic assessor will be is dependent on the student they are assigned to. Below are the standards which outline who we expect the academic assessor to be for each student.

Approved education institutions, together with practice learning partners, must ensure that:

6.3 nursing students are assigned to practice and academic assessors who are registered nurses with appropriate equivalent experience for the student's field of practice

6.4 midwifery students are assigned to practice and academic assessors who are registered midwives

6.5 specialist community public health nurse (SCPHN) students are assigned to practice and academic assessors who are registered SCPHNs with appropriate equivalent experience for the student's field of practice

6.6 students studying for an NMC approved post-registration qualification are assigned to practice and academic assessors in accordance with relevant programme standards

6.7 nursing associate students are assigned to practice and academic assessors who are either a registered nursing associate or a registered nurse

Approved education institutions, together with practice learning partners, must:

4.6 ensure the student is assigned to an academic assessor who is a registered healthcare professional with suitable equivalent qualifications for the programme the student is undertaking

In 6.3 for nurses, when we say 'equivalent experience for the student's field of practice', we mean that the academic assessor's work based experience or qualifications must enable them to understand, and be able to assess the student in their field of practice, what the student is aiming to achieve, for the time they are assigned to them. Qualifications can include those formally recognised by regulators such as the NMC, and other qualifications. It will be up to the AEI, with their practice learning partners, to decide what 'equivalent experience' is needed for each student. They should be able to show that any individual assigned as an academic assessor maintains current knowledge and expertise relevant to the programme outcomes they are collating and confirming.

If a person does not meet the above standards they cannot be an academic assessor. Other people may take part in the assessment process, for example in the academic environment there will be a number of lecturers who deliver and assess the course content, but if they do not meet our standards they cannot be an 'academic assessor'.

The role of assessing a student for _____ is the responsibility of the academic and practice assessors, working together. The AEI, with its practice learning partners may appoint additional roles to support student learning and assessment across theory and practice. These roles could include those currently in use such as

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link lecturers or personal tutors.

What it means to have a nominated assessor for 'each part'

Reference: AC1-B Last Updated: 06/02/2019

Academic assessors are assigned to a student for part of a programme. A part of the programme means the period for which a decision on student progression needs to be made.

A part could be one academic 'term' or 'year' or any other way in which the AEI decides to structure the programme. The part may be determined by overall course length and level of programme i.e. if it is a pre-registration or a post-registration programme, and any other considerations that the AEI and their practice learning partners might wish to think about when they develop the programme.

Students should be assigned to a different academic assessor for each part of the programme. There are different ways to implement this requirement. For example, in a course with three 'parts' it may be possible for a student to be assigned to the same academic assessor in parts one and three, provided the student is assigned to a different academic assessor in part two. How this will be managed will be up the AEI to decide, provided that a student is not assigned to the same academic assessor throughout the programme, or in concurrent parts.

Academic assessor preparation

Reference: AC1-C Last Updated: 06/02/2019

These are the standards that set out what we expect of academic assessor preparation:

Approved education institutions, together with practice learning partners, must ensure that all educators and assessors:

4.3 receive relevant induction, ongoing support and access to education and training which includes training in equality and diversity

Approved education institutions, together with practice learning partners must ensure that:

9.3 academic assessors maintain current knowledge and expertise relevant for the proficiencies and programme outcomes they are assessing and confirming

Approved education institutions, together with practice learning partners, must ensure that academic assessors:

10.1 are working towards or hold relevant qualifications as required by their academic institution and local and national policies

10.2 demonstrate that they have achieved the following minimum outcomes:

10.2.1 interpersonal communication skills, relevant to student learning and assessment

10.2.2 conducting objective, evidence based assessments of students

10.2.3 providing constructive feedback to facilitate professional development in others, and

10.2.4 knowledge of the assessment process and their role within it

10.3 receive ongoing support and training to reflect and develop in their role

10.4 continue to proactively develop their professional practice and knowledge in order to fulfil their role, and

10.5 have an understanding of the proficiencies and programme outcomes that the student they confirm is aiming to achieve.

All academic assessors must have some form of preparation before taking up their role. This preparation can be done in different ways, but must ensure the academic assessor meets the outcomes we set out above.

Academic assessors do not need to have additional training if they have previous experience and learning that they can show has helped them to meet our outcomes. It will be up to the AEI, with their practice learning partners, to decide what would be acceptable in these circumstances, as long as they can provide evidence that it

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upheld public protection and met our standards.

Training may be in specific areas, such as training in equality and diversity, making non-biased decisions, or reasonable adjustments. Anything that is necessary for academic assessors to do their job should be considered 'core' training.

In addition to any initial training needed the academic assessor should be provided with ongoing support and training to develop in the role as needed.

Academic assessors must also hold or be working towards the qualifications required by their academic institution. We do not specify what these will be, it will be up to the AEI to decide.

The academic assessor also has a responsibility to proactively develop and remain 'up to date' with their own professional practice, and to think about how their own previous experience may enable them to perform in this role. For nurses, midwives and nursing associates who are academic assessors, this can mean, amongst other things, reflecting upon their role in student learning and assessment when they revalidate. This may also be true for those academic assessors who are from another regulated profession, such as pharmacists. Professionals who are not registered with us may want to seek advice from their professional body about this.

In order to collate and confirm student achievement and make recommendations for progression for a student, the academic assessor must have an understanding of the proficiencies and course outcomes the student is hoping to achieve. What this will mean may differ, depending on amongst others, the student's course outcomes, and their stage of learning.

The AEI, with its practice learning partners, is responsible for making sure the right support, education and training is provided. They should be able to give evidence that the preparation provided upholds public protection and enables academic assessors to collate and confirm student learning and make recommendations for progression. More information on their responsibilities can be found within the [new Quality assurance framework](#).

Academic assessors, particularly those from professions not regulated by us, may feel they need to find out more information about the training required. They can do this by talking to the AEI and its practice learning partners, their professional bodies, and by referring to our standards and supporting information.

Current knowledge and experience

Reference: AC1-D Last Updated: 06/02/2019

The academic assessor's knowledge and experience should enable them to confirm the student's achievement of academic learning, and make recommendations for progression for the period they are assigned to them.

What this means will depend on a number of different factors including the student's learning outcomes and their stage of learning.

It's the AEI's responsibility, with its practice learning partners, to determine what this might mean, provided public protection is upheld and our standards are met.

Who identifies the academic assessors

Reference: AC2 Last Updated: 06/02/2019

The AEI, is with its practice learning partners, is responsible for identifying which professionals may be suitable academic assessors for students, and for what period. This can be done continuously throughout the student's programme.

When they do this, they should take into account the following things:

- public protection
- **the relevant standards**
- student learning needs
- programme outcomes
- competence, suitability, and preparation of potential academic assessors, and
- resource considerations and size of the cohort

Standards for student supervision and assessment: [6.1, 6.3-6.6](#) (page 8) [9.7](#) (page 10)

Standards for prescribing programmes: [4.6](#) (page 12)

The relevant standards

Reference: AC2-A Last Updated: 06/02/2019

There are a number of standards that relate to who the academic assessor is and what they do. However, the following standards are of particular relevance in this section:

Approved education institutions, together with practice learning partners, must ensure that all students:

3.8 are assigned and have access to a nominated practice assessor in addition to a nominated academic assessor for each part of the programme in accordance with the NMC Standards for student supervision and assessment

Approved education institutions, together with practice learning partners, must ensure that:

9.7 academic assessors are not simultaneously the practice supervisor and practice assessor for the same student

When we state that the academic assessor is 'not simultaneously the practice supervisor and practice assessor' for a student, we mean that they cannot take all three roles on for the same student for the same period of time. For example, if an academic assessor has been assigned to student for an academic year, they could not then be that student's practice assessor for a placement or series of placements within the same academic year. This is particularly relevant for those employed in both the academic and practice environments, for example as a lecturer/practitioner.

There may be a number of academic assessors required for a programme depending on the size of the cohort for the programme. The decision on the number of academic assessors to have for a programme is for the AEI to make, ensuring that the programme meets our standards.

The AEI, with its practice learning partners, should be able to demonstrate that their decisions uphold public protection and enable students to meet their learning outcomes.

What do academic assessors do?

Reference: AC3 Last Updated: 06/02/2019

Academic assessors collate and confirm the student's achievement of proficiencies and programme outcomes in the academic environment for each part of the programme.

As indicated in the section on [who academic assessors are](#), the academic assessor role is structured slightly differently to the practice assessor role. The academic assessor role is expressed to reflect this difference.

The nominated academic assessor will work with a nominated practice assessor to make a recommendation for student progression. The two assessors must take this decision collaboratively, taking into consideration the student's learning and achievement across theory and practice. More information can be found on assessment for progression in the relevant sections below.

- [Collation and confirmation of academic learning](#)
- [Assessment for progression](#)
- [Upholding public protection](#)
- [Managing a student not meeting the progress expected](#)
- [Handing over to the next assessor \(if relevant\)](#)

Standards for student supervision and assessment: [6.1, 6.8](#) (page 8) [9.1-9.7](#) (page 10)

Standards framework for nursing and midwifery education: [R1.4](#) (page 6) [R4.2, R4.5-4.11](#) (page 11), [R5.7-5.16](#) (page 12)

Standards for pre-registration nursing programmes: [4.4, 4.5, 4.7-4.10](#) (page 11)

Standards for prescribing programmes: [4.7, 4.8](#) (page 12)

Standards for pre-registration nursing associate programmes: [4.4, 4.5, 4.7-4.9](#) (page 5)

Collation and confirmation of academic learning

Reference: AC3-A Last Updated: 06/02/2019

Each academic assessor is responsible for collating and confirming the achievement of proficiencies and programmes outcomes in academic learning for the students they are assigned to. They may be an academic assessor for several students across different cohorts or even different programmes.

A good collation and confirmation is based on [assessments and information](#) which are [objective and fair](#).

Collation and confirmation should be continuous throughout the time in which an academic assessor is assigned to a student. The academic assessor should be up to date on the progress of the student they are assigned to; collation of information on a student's performance should be managed in a way that enables this.

Feedback to the student about their achievement, and working with them to review possible areas for improvement, also forms a fundamental part of the collation, confirmation, and assessment process. The process and form of feedback should follow the relevant AEI processes.

In order to make a recommendation for progression the academic assessor must make a judgment about student achievement in the academic environment based on the collation and confirmation of their academic learning. The academic assessor should take into account the student's history of achievement throughout the programme and across theory and practice.

Evidenced based decisions

Reference: AC3-1-A Last Updated: 06/02/2019

All confirmations and recommendations, must be supported by a relevant and reliable evidence base. These are the standards that set out our expectations of evidenced based decisions:

Approved education institutions, together with practice learning partners, must ensure that:

9.1 academic assessors collate and confirm student achievement of proficiencies and programme outcomes in the academic environment for each part of the programme

9.2 academic assessors make and record objective, evidence based decisions on conduct, proficiency and achievement, and recommendations for progression, drawing on student records and other resources

9.5 academic assessors have an understanding of the student's learning and achievement in practice

Approved education institutions, together with practice learning partners, must ensure:

5.10 students are assessed across practice settings and learning environments as required by their programme

5.13 students' self-reflections contribute to, and are evidenced in, assessments

5.14 a range of people including service users contribute to student assessment

In order to make an evidenced based decision the academic assessor must collate the relevant evidence, taking into account amongst others things, the student's learning needs, the stage of learning, and the course outcomes.

Many AEs will have well established processes in place for the collation of student information, academic assessors should work within these where relevant.

Sources of evidence can include the following:

- Student documentation, such as a practice assessment document or the ongoing record of achievement
- Academic course work and assessments demonstrating student learning and achievement
- Communication with staff delivering and assessing academic components of the programme, if relevant
- Communication with the practice assessor(s)
- Student self reflection
- Communication and an ongoing relationship with the student
- Communication with anyone else who may be involved in the education of the student

In order to collate and confirm the evidence, academic assessors must be given access to the relevant documentation, processes and databases, as well as the means to contact academic staff and practice assessors, if relevant.

The academic assessor must be able to show that the evidence that has been collated comes from all relevant sources and that it informed their decisions and recommendations on progression.

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The AEI, with their practice learning partners, should develop and manage appropriate systems and processes to facilitate access to student documentation and other relevant resources.

All decisions must be evidenced by good record keeping, in line with local procedures. It is the responsibility of the academic assessor to ensure that all records or information they provide are accurate and up to date. For nurses, midwives, and nursing associates this is in line with the following section from the Code:

10 Keep clear and accurate records relevant to your practice

This applies to the records that are relevant to your scope of practice. It includes but is not limited to patient records. To achieve this, you must:

10.1 complete records at the time or as soon as possible after an event, recording if the notes are written some time after the event

10.2 identify any risks or problems that have arisen and the steps taken to deal with them, so that colleagues who use the records have all the information they need

10.3 complete records accurately and without any falsification, taking immediate and appropriate action if you become aware that someone has not kept to these requirements

10.4 attribute any entries you make in any paper or electronic records to yourself, making sure they are clearly written, dated and timed, and do not include unnecessary abbreviations, jargon or speculation

10.5 take all steps to make sure that records are kept securely

10.6 collect, treat and store all data and research findings appropriately

The AEI, with their practice learning partners, is responsible for ensuring good record keeping takes place.

The academic assessor is responsible for their decision on recommendations for student progression for each part of the programme.

In order to make an evidence based decision and recommendation for progression, the evidence collated must be fair and reliable. The academic assessor should be able to make a judgement about what constitutes fair and reliable evidence based on their experience and our standards and expectations.

The academic assessor may come across times in which the evidence that has been presented to them is not in their view reliable or fair or the correct processes were not followed. For instance student documentation may be incomplete, or the student or academic assessor may feel that the feedback received is not accurate.

When this happens the academic assessor may want to do one or more of the following things:

- If there are concerns that the evidence is not reliable, for example if academic staff have not performed their role properly, or the environment in which the student has been placed was not conducive to effective learning and assessment, the academic assessor has a responsibility to raise these issues in a timely and appropriate way. More information on how to raise concerns can be found [on our website](#).
- Following the internal processes of their AEI for dealing with gaps or inconsistencies in student records. Academic assessors should ensure they are working within and taking account of these processes where relevant.
- If the evidence is not sufficient to make a fair and reliable assessment, the academic assessor will need to receive additional evidence which can be relied on before making any decisions. This may be done by talking to relevant academic staff, the student's practice supervisors and practice assessor, and anyone else involved in the education of students. What level of responsibility the academic assessor will have in this process will depend on the way in which learning and assessment has been organised, and the internal processes of the AEI.

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The academic assessor should be continually reviewing the evidence throughout the time they are assigned to the student, in order to decide if they need take any action.

The student may also feel that they have been treated unfairly during their education and assessment, more information can be found on what they can do in these circumstances in the section on student empowerment.

Assessment for progression

Reference: AC3-B Last Updated: 06/02/2019

The nominated academic assessor must work with a nominated practice assessor to provide recommendations for student progression, as set out in the following standard:

Approved education institutions, together with practice learning partners, must ensure that:

7.5 a nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies

Approved education institutions, together with practice learning partners, must ensure

5.11 assessment is mapped to the curriculum and occurs throughout the programme to determine student progression

5.15 assessment of practice and theory is weighted appropriately to the programme

A recommendation for progression should be made when the student comes to the point at which they will progress from one part of the course to the next. We do not specify at what point progression must take place. It will be up to the AEI, with their practice learning partners to decide what this means. The programme must be delivered and designed in such a way to enable the two roles to work together for progression at defined points in the programme

The recommendation for progression must be done by the nominated academic assessor with a nominated practice assessor. Each assessor brings their expertise and scope of practice to the assessment process. Equal weighting must be given to theory and practice learning in this process, as it set out in the following standard:

Approved education institutions, together with practice learning partners, must ensure:

5.16 there is no compensation in assessments across theory and practice learning.

By 'no compensation' we mean that a student's good achievement in practice must not in any way mitigate poor achievement in the academic environment, and vice versa.

The purpose of this is to ensure that there is a joined up approach to progression, and that it is based on an understanding of the student's achievements across theory and practice.

When contributing to the recommendation for progression academic assessors should take into account the student's achievement over the whole period for which they are making the decision, e.g. an academic year. They should also consider the student's achievement in previous parts of the programme (if any) and how they have progressed over the programme.

The recommendation should be evidenced based, fair, and objective, calling on relevant evidence as listed in the

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section on fair assessment.

While it will be the responsibility of the practice assessor to make an overall assessment of achievement in the practice learning environment, the academic assessor should also be mindful of the student's achievement in practice when working with the practice assessor for a recommendation for progression.

Apart from performance across theory and practice learning, academic assessors must also consider if the student displays the required conduct and professional values expected of their professional, regulated role.

We do not specify how the recommendation should be made or how the practice and academic assessor work together, only that it must be a fair, objective, evidenced based decision that was done in a collaborative manner and took account of both theory and practice with no compensation between the two.

All decisions and recommendations should be properly evidenced and supported by correct documentation and record keeping processes.

The following standards set out our expectations of the process for making recommendations for progression:

Approved education institutions, together with practice learning partners, must ensure that:

7.5 a nominated practice assessor works in partnership with the nominated academic assessor to evaluate and recommend the student for progression for each part of the programme, in line with programme standards and local and national policies

7.9 communication and collaboration between practice and academic assessors is scheduled for relevant points in programme structure and student progression

How this process is managed will be the responsibility of the AEI, with its practice learning partners to decide, working with the practice and academic assessors.

Academic and practice assessors should ensure that recommendations are made in line with local policies and procedures. We do not state what these are as they may differ from area to area. It may be that the recommendation for progression is made to the relevant AEI board which makes the final decision, or it may be that the practice and academic assessors make the final decision.

In addition we do not specify how the two assessors communicate, only that it should be timely and allow for an evidenced based recommendation on progression to be made.

If there are differences in the way in which the academic and practice years are organised, the AEI, with their practice learning partners, must manage this to ensure that communication takes place in a timely manner.

The AEI, with its practice learning partners, should also have in place mechanisms for managing disagreements about student progression, for example through appeals or complaints. This includes disagreements between the practice and academic assessors, and disagreements from the students.

These mechanisms should ensure that public protection is upheld and student assessments and recommendations are fair, evidenced based and objective.

Upholding public protection

Reference: AC3-C Last Updated: 06/02/2019

All academic assessors are responsible for upholding public protection when collating and confirming students' learning, and making a recommendation for progression. This means that their decisions do not compromise public protection. It can be done in a number of ways, including:

- ensuring that their decisions are carried out in a fair and evidenced based way
- serving as a role model for safe and effective practice in line with their professional codes of conduct (including the relevant codes as set by the regulator(s) for each profession)
- **raising concerns** about any impacts to public protection from student learning. This can mean risks to public protection from the student, but also any risks to people due to the student's conduct
- taking action to ensure any concerns raised with them are dealt with in a timely and appropriate manner in keeping with the AEI processes
- taking responsibility for carrying out objective and evidenced based decisions.

As registered professionals, all academic assessors also have a responsibility to abide by the duty of candour.

Managing a student not meeting the progress expected

Reference: AC3-D Last Updated: 06/02/2019

The academic assessor should be aware of any concerns regarding student performance. Including any concerns that may have been raised in the practice environment or by practice assessors.

Once the academic assessor is aware of concerns around student performance they may have a role in improving the student's performance. For example they may have a role to play in developing, and making recommendations for an action plan for a student who is struggling to achieve their programme outcomes. What role the academic assessor might play in this process will depend on a number of different factors, such as the student's stage of learning and the academic assessor's involvement in it, and any policies or procedures within their AEI for improving student performance.

If a student has not met the required actions in the action plan and it becomes apparent that they will not improve, the academic assessor should take any appropriate action, which may include recommending the student be failed on that part of the programme, or that they do not progress (see section on [assessment for progression](#)). This should be done through discussion with the nominated practice assessor, following any academic processes set in place by the AEI and their practice learning partners.

If there is an immediate concern or risk to the public from the student's performance the academic assessor must take appropriate action, such as recommending the student for removal or suspension from a learning environment or course. This should be done through the appropriate process (such as fitness to practice) as set out by the AEI, and should involve the practice assessor.

Students with disabilities are entitled to have reasonable adjustments considered in relation to their practice learning. However, while reasonable adjustments may be made to the way that a student meets a competency or standard, the competency or standard itself cannot be adjusted. Therefore a decision will need to be made before a student starts a course, and at relevant points within the programme, as to whether they will be able to meet all the competencies of the course, taking into account what reasonable adjustments can be made if for example they have a disability.

The AEI, with its practice learning partners, should have appropriate resources and staff in place to manage student performance. No student should progress through a course, or enter the register, who is not fit to do so. The AEI, with their practice learning partners, is responsible for putting in place the right processes to ensure this does not happen.

Handing over to the next academic assessor (if relevant)

Reference: AC3-D Last Updated: 06/02/2019

Our standards state that an academic assessor will be assigned to a student for a part of the programme. Following this period they will have to 'handover' the responsibility for the student to the next academic assessor. AEs will define what a 'part' means depending on the length of the programme and how the progression points are structured.

It is the academic assessor's responsibility to ensure that the handover is done appropriately with proper record keeping of their recommendations, including any particular issues or points to consider for the next academic assessor, and all relevant people.

Feedback should be provided to the student as part of this process, letting them know where they need to improve and how they may be able to do this.

We do not specify how the 'handover' must take place, only that it must ensure all relevant information is recorded and made available to the next assessor. Many practice learning environments, and AEs, may have well established hand over processes which academic assessors can follow.

Support for the academic assessor role

Reference: AC4 Last Updated: 06/02/2019

Academic assessors must be given the ongoing support and time necessary for them to develop and perform their role, and to train as needed. This support can take a number of forms but must allow for [our standards](#) to be met and for academic assessors to perform their role.

Where possible, it should be tailored to the academic assessor's [needs and requirements](#). It should include any reasonable adjustments or [equality and diversity considerations](#) that may need to be met.

Standards for student supervision and assessment: [6.7](#) (page 8)

Standards framework for nursing and midwifery education: [R4.3, R4.4](#) (page 11)

What our standards say

Reference: AC4-A Last Updated: 06/02/2019

We have several requirements in this area that must be met. The following standard is particularly relevant:

Approved education institutions, together with practice learning partners, must ensure that all educators and assessors:

R4.4: have supported time and resources to enable them to fulfil their roles in addition to their other professional responsibilities

This standard sets out our expectations of the supported time and resources provided for academic assessors. What 'supported time and resources' means will be different depending on the needs and ability of individual academic assessors, student learning needs and programme outcomes, and any equality and diversity considerations.

It's the AEI's responsibility, with its practice learning partners, to ensure the supported time and resources provided for academic assessors upholds public protection and enables academic assessors to make objective and evidence based judgements and recommendations.

What can 'support' mean?

Reference: AC4-B Last Updated: 06/02/2019

Support for academic assessors can take a number of different forms, such as access to student documentation, knowing what the student is expected to achieve, to recognising and prioritising all education and training needs, and support for raising concerns. It can also involve access to student learning records in practice or even physical access to different learning environments should there be a need to observe the student. They should also have the protected time to carry out their role, including time for completing any student records. What support is proportionate will depend on the individual academic assessor and what is needed for them to perform their role, and to provide safer, better care.

Equality and diversity needs

Reference: AC4-C Last Updated: 06/02/2019

The AEI is responsible for ensuring that academic assessors' equality and diversity needs are taken into account when deciding what support is needed to enable them to carry out this role. If needed, they should make reasonable adjustments for the academic assessor. The AEI should have policies and procedures in place for this to support this.