Access & Fair Assessment Policy

Effective/ Review Date: November 2025

Approved by: Head of Centre

Next Review Date: November 2026

1. Policy Statement

2WARDS LIMITED is committed to delivering assessments that are fair, inclusive, transparent, and aligned with awarding-body and regulatory requirements. All learners must be able to demonstrate their skills and knowledge without disadvantage, and assessment practices must uphold equality, integrity, and consistency across all programmes.

2. Principles of Fair Assessment

All assessment processes will:

- Ensure methods are valid, reliable, inclusive, and fit for purpose.
- Be free from barriers that restrict access or progression.
- Avoid bias of any kind, including conscious and unconscious bias.
- Eliminate discriminatory practices relating to any protected characteristic.
- Respond to individual learning needs through reasonable adjustments and/or special considerations.
- Use clear, published assessment criteria that are shared with learners before assessment.
- Support consistent and objective assessor judgements.
- Promote transparency so learners understand expectations, procedures, and outcomes.

3. Responsibilities

Assessors

- Apply assessment criteria consistently.
- Ensure feedback is constructive, timely, and supportive.
- Record any reasonable adjustments or tailored assessment methods used.

Internal Quality Assurers (IQAs)

- Sample assessments to check validity, fairness, and reliability.
- Monitor assessors for standardisation.
- Support assessors in reducing unconscious bias.

Learners

- Engage with assessment guidance and request support where needed.
- Provide evidence for reasonable adjustment requests.

The Centre

- Provide accessible learning environments including physical access, cultural accommodations and sensory or cognitive learning support.
- Maintain appropriate documentation, training, and resources.

4. Access to Training & Assessment

2WARDS LIMITED ensures equal and fair access for all learners.

4.1 Eligibility and Inclusion

All learners will be supported to complete training and assessment regardless of:

- disability
- cultural or religious practices
- mobility needs
- sensory needs
- learning differences
- any other protected characteristics

Training schedules, teaching spaces, and assessment arrangements may be adapted to remove barriers.

4.2 Access to Information

- Assessment requirements, timelines, and criteria will be communicated clearly and early.
- Information can be provided in alternative formats (e.g. enlarged text, audio, digital copies).

4.3 Reasonable Adjustments & Special Considerations

Reasonable Adjustments — changes made before or during assessment to remove barriers for learners with long-term or known needs, without affecting assessment validity or standards.

Special Considerations — post-assessment measures applied when a learner's performance is affected by temporary illness, unexpected events, or circumstances beyond their control.

Adjustments may include but are not limited to:

- extra time
- rest breaks
- use of assistive technology
- modified physical access
- alternative assessment formats
- flexible scheduling for religious or cultural practices

Reasonable Adjustment & Special Consideration Procedure

- Learner or staff member notifies the Centre of support needs and submits available evidence (e.g. medical note, EHCP).
- All information remains confidential.
- Assessor and/or Centre Manager reviews eligibility based on individual needs and assessment requirements.
- Adjustments must not compromise assessment integrity.
- Decision is recorded and communicated to the learner and assessor.
- If approved, arrangements are planned and documented in the Assessment Adjustments Log/Plan
- Agreed adjustments are applied consistently during learning and assessment.
- Information is only shared with relevant delivery and assessment staff.
- Effectiveness of adjustments is reviewed regularly and modified if needed.
- Learners may appeal if adjustments are refused or not applied correctly, in line with the Centre's Appeals Procedure.

Adjustments must not compromise assessment integrity. All adjustments must be recorded in the Assessment Adjustments Log.

4.4 Confidentiality
All information relating to learner needs will be kept confidential and only shared with staff involved in delivering support.

4.5 Monitoring
Access arrangements will be reviewed regularly to ensure effectiveness and compliance.

5. Internal Verification

The Centre will operate structured internal verification processes, including:

- planned sampling strategies
- assessor standardisation meetings
- reviews of assessment decisions
- feedback and corrective actions where inconsistencies are identified

6. Appeals

Learners have the right to appeal an assessment decision if they believe:

- procedures were not followed correctly
- reasonable adjustments were not applied
- bias influenced the outcome
- assessment criteria were not used consistently

All appeals must follow the Centre's published Appeals Procedure, which includes:

1. Informal resolution
2. Formal written appeal
3. Panel review
4. Final decision stage

Learners will be signposted to the procedure at induction and before assessment.

7. Assessment Adjustments Log

A log will be maintained for all courses documenting:

- learner name and programme
- type of adjustment or special consideration
- justification/evidence provided
- date applied
- assessor and IQA signatures
- review notes

This ensures transparency, accountability, and compliance.

8. Assessment Adjustments Log

Feedback from learners, assessors, IQAs, and external quality assurers will be used to refine assessment processes. The Centre will review this policy annually or sooner where required by regulatory changes.