



Access to Fair Assessment Policy

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Version Control

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1.0	06/08/2024	S Gilmore	Initial policy creation
1.1	29/08/2025	P Crocker	Reviewed for completeness
2.0	21/01/2026	S Gilmore	Major revision: regulatory framework, detailed procedures, monitoring

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1. Purpose

This policy establishes Hybrid Training Centre's (HTC) commitment to ensuring that all learners and apprentices have equal access to fair, transparent, and unbiased assessment practices.

The policy aims to:

- Ensure all assessments are conducted fairly, consistently, and without discrimination
- Provide appropriate support and reasonable adjustments for learners with diverse needs
- Maintain the validity, reliability, and integrity of assessment outcomes
- Comply with awarding body requirements and regulatory expectations
- Create an environment where all learners can demonstrate their true capabilities

2. Scope

This policy applies to all forms of assessment at HTC, including:

- Written examinations and tests
- Practical assessments and observations
- Portfolio-based assessments
- Projects and assignments
- Professional discussions and oral assessments
- Online and remote assessments
- End-Point Assessments (EPA) for apprenticeships
- ACS Gas Safe assessments

The policy applies to all learners, apprentices, tutors, assessors, IQAs, and administrative staff involved in assessment.

3. Definitions

Term	Definition
Fair Assessment	Assessment that gives all learners an equal opportunity to demonstrate their knowledge, skills, and understanding without barriers or bias.
Validity	The extent to which an assessment measures what it is intended to measure.
Reliability	The consistency of assessment results across different assessors, times, and conditions.
Reasonable Adjustment	A modification to assessment arrangements that enables a learner with a disability or learning difficulty to access the assessment without changing what is being assessed.
Protected Characteristics	Characteristics protected under the Equality Act 2010: age, disability, gender reassignment, marriage/civil partnership,

	pregnancy/maternity, race, religion/belief, sex, sexual orientation.
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4. Regulatory Framework

This policy supports compliance with:

Equality Act 2010 - duty to make reasonable adjustments and prevent discrimination

Ofqual General Conditions of Recognition - requirements for fair and valid assessment

City & Guilds Assessment Quality Standards - awarding body requirements for fair assessment

JCQ Guidelines - regulations for access arrangements and fair assessment

ESFA Apprenticeship Funding Rules - requirements for equitable access to assessment

Ofsted Education Inspection Framework - expectations for quality of assessment

IfATE Assessment Plans - standards for apprenticeship assessment fairness

5. Principles of Fair Assessment

HTC is committed to the following principles:

5.1 Equity

- Every learner has access to the same resources, opportunities, and support
- Reasonable adjustments are made for learners with specific needs
- No learner is disadvantaged due to protected characteristics

5.2 Transparency

- Assessment criteria are communicated clearly before assessment
- Assessment processes are explained and understood by all parties
- Outcomes and feedback are provided in a timely manner

5.3 Validity

- Assessments accurately measure the intended learning outcomes
- Assessment methods are appropriate for the knowledge, skills, and behaviours being assessed
- Assessment conditions reflect realistic working environments where appropriate

5.4 Reliability

- Assessment methods are consistent across different assessors and occasions
- Similar performances result in similar outcomes
- Standardisation ensures consistent application of assessment criteria

5.5 Inclusivity

- Assessments respect diverse backgrounds and needs
- Assessment materials are free from bias and stereotyping
- Multiple assessment methods are used where possible

6. Responsibilities

6.1 Head of Operations

- Overall accountability for fair assessment policy implementation
- Ensuring adequate resources for assessment accommodations
- Monitoring compliance with fair assessment requirements

6.2 Tutors and Assessors

- Designing assessments aligned with learning outcomes
- Providing clear instructions and criteria to learners
- Implementing approved reasonable adjustments
- Assessing without bias based on protected characteristics
- Providing constructive, timely feedback
- Participating in standardisation activities

6.3 Learners and Apprentices

- Engaging fully in the learning and assessment process
- Seeking clarification on assessment criteria and expectations
- Disclosing learning needs or requirements for adjustments in a timely manner
- Completing assessments honestly and in accordance with guidelines
- Meeting assessment deadlines

6.4 IQAs

- Verifying assessment decisions are fair and consistent
- Identifying and addressing inconsistencies in assessment practice
- Supporting assessors in applying fair assessment principles

7. Assessment Design and Planning

All assessments must be designed to ensure fairness:

- Assessment methods must be appropriate for the learning outcomes being assessed
- Assessment criteria must be clear, specific, and measurable

- Assessment materials must be checked for cultural, gender, or other bias
- Time allocations must be realistic and allow for reasonable adjustments
- Assessment conditions must be specified and applied consistently
- Where possible, multiple assessment methods should be available

8. Assessment Delivery

During assessment delivery:

- All learners receive the same information about assessment requirements
- Assessment conditions are consistent for all learners (allowing for approved adjustments)
- Assessors are objective and do not allow personal feelings to influence decisions
- Learner identity is verified appropriately
- Assessment evidence is handled securely
- Any issues or irregularities are documented and reported

9. Access Arrangements and Reasonable Adjustments

Learners who require accommodations are encouraged to inform HTC at the earliest opportunity, ideally at enrolment. Reasonable adjustments may include:

- Extra time for assessments
- Rest breaks
- Alternative assessment formats (e.g., oral instead of written)
- Use of assistive technology
- Reader or scribe support
- Separate room for assessment
- Modified assessment materials (e.g., large print)

All requests are handled confidentially and in accordance with the Access Arrangements, Special Consideration and Reasonable Adjustments Policy. Adjustments must not change what is being assessed or give an unfair advantage.

10. Assessment Feedback

Feedback on assessments will be:

- Provided within agreed timescales (typically within 10 working days)
- Constructive and developmental
- Specific to the assessment criteria
- Clear about what was achieved and areas for improvement
- Delivered in a format accessible to the learner
- An opportunity for dialogue and clarification

11. Conflict of Interest

To maintain fairness, HTC will manage conflicts of interest:

- Assessors must declare any personal relationship with learners
- Assessors should not assess learners where a conflict exists
- Where unavoidable, additional IQA sampling will be applied
- All declared conflicts are documented

12. Appeals and Complaints

Learners who believe they have been assessed unfairly may:

- Request a review of the assessment decision
- Submit a formal appeal under HTC's Appeals and Complaints Procedure
- Request a review of accommodation decisions

Appeals must be submitted in writing within 10 working days of receiving the assessment outcome. HTC will investigate and respond within the timescales set out in the Appeals and Complaints Procedure.

13. Monitoring and Quality Assurance

HTC monitors fair assessment through:

- Regular IQA sampling of assessment decisions
- Analysis of assessment outcomes by learner characteristics
- Standardisation activities
- Learner feedback surveys
- External quality assurance visits
- Review of appeals and complaints

Where issues are identified, corrective action will be taken and lessons learned applied to improve practice.

14. Policy Review

This policy will be reviewed:

- Annually
- Following significant issues or complaints
- When required by changes in legislation or awarding body requirements
- As part of continuous improvement activities

15. Related Policies

- Access Arrangements, Special Consideration and Reasonable Adjustments Policy
- Internal Quality Assurance and Internal Verification Policy
- Malpractice, Maladministration and Plagiarism Policy
- Appeals and Complaints Procedure
- Equality and Diversity Policy
- Artificial Intelligence Policy

Policy Approval

Signature:

Date:

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