

Access to Fair Assessment Policy

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1. Introduction

Purpose

At Step into Learning, we are dedicated to upholding the highest standards of fairness and integrity in all assessments. Our commitment to fair assessment is rooted in our position of trust and responsibility when working with young people and vulnerable adults. All staff members are expected to serve as positive role models and adhere to rigorous safeguarding practices to ensure that guidance and policies are followed meticulously.

Policy Overview

This policy outlines our approach to ensuring fair and equitable assessment practices for all learners. It emphasises the importance of consistency, standardisation, and accessibility in our assessment processes.

2. Scope

Applicability

This policy applies to all learners enrolled in courses delivered by tutors employed by Step into Learning. It covers all aspects of assessment, including initial evaluations, ongoing support, and necessary adjustments to ensure fair assessment.



Accessibility and Support

We are committed to making our educational provision accessible and eliminating discrimination. We will collaborate with relevant awarding organisations to make necessary adjustments to ensure that all learners can complete their programmes as independently as possible.

3. Definition

Fair Assessment

Fair assessment refers to the practice of evaluating learners in a manner that is equitable and consistent. This involves assessing learners against the same standards and criteria and making reasonable adjustments as needed to accommodate specific needs.

Reasonable Adjustments

Reasonable adjustments are modifications or accommodations made to the assessment process to ensure learners with specific needs or disabilities have an equal opportunity to demonstrate their abilities. This includes changes to the assessment environment, format, or timing.

4. Policy Statement

4.1 Assessment Procedures

Initial Assessment: All learners will undergo an initial assessment, and relevant information will be recorded in an Individual Learning Plan. This helps in identifying specific needs and arranging appropriate access provisions.

Ongoing Support: Continuous support will be provided to each learner, with regular reviews to address any emerging needs throughout their programme.

Access Arrangements: Adjustments will be made in collaboration with awarding organisations to ensure learners can complete their assessments independently.



4.2 Implementation

Staff Awareness: All staff involved in the delivery of courses must be familiar with and comply with this Access to Fair Assessment Policy.

Equality Promotion: Promote equality in learning programmes and adhere to procedures and regulations for reasonable adjustments as outlined by awarding organisations.

Accessibility: Ensure that assessment sites and buildings are accessible to all learners and request permission from awarding organisations for specific adjustments when necessary.

Resources: Provide appropriate equipment and resources as needed, ensuring that these do not disadvantage other learners.

Procedure

4.3 Appeals Procedure

If a learner believes they have not been assessed fairly, they should first discuss the issue with the tutor involved. If unresolved, the learner may use Step into Learning's Appeals Procedure to formally appeal the assessment decision.

Learner Expectations

Induction: Learners will receive a thorough induction onto their course and be provided with information to share with relevant individuals.

Clear Communication: Learning outcomes, performance criteria, and other key elements will be communicated clearly at the beginning of the course and when assignments are set.

Assessment Opportunities: Learners will have access to appropriate assessment opportunities and receive constructive feedback on their work.

5.Consultation

5.1 Policy Review

This policy will be reviewed regularly to ensure it remains relevant and effective. Feedback from learners, staff, and other stakeholders will be considered in the review process.

5.2 Stakeholder Involvement

Input from relevant stakeholders, including learners, staff, and awarding organisations, will be sought to ensure the policy meets the needs of all parties involved and aligns with best practices.