

Access to Fair Assessment Policy


November 2024


Policy Review

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 01.11.24.

It is due for review on 01.09.25 (up to 12 months from the above date).

Signature (CEO)  Date01.11.24.....

Signature (COO)  Date01.11.24.....

Version Control

Version	Date	Changes
V1	01/011/24	Original document

1. Introduction

1.1. This policy details how Edit Education will provide fair access to assessment for learners. Edit Education is committed to ensuring that the needs of individual learners are met to facilitate them achieving their full potential, without affecting the integrity of the qualification or the assessment.

1.2. The purpose of this policy is to:

- a) Promote the use of a range of methods to assess the skills and knowledge of all learners within Edit Education.
- b) Ensure that our designed assessments give all students appropriate opportunities to demonstrate achievement.
- c) Ensure that assessment tasks ensure that the assessment methods are relevant and meet the needs of all students.
- d) Support compliance with Awarding Organisation requirements.

2. Who is this policy for?

2.1. The intended audience for this policy is:

- a) Students registered at the Edit Education.
- b) Tutors, Assessors and IQAs and other delivery staff at Edit Education.
- c) The registered Awarding Organisation for the product being delivered.

3. Ensuring Fair Assessment

3.1. To ensure students are able to access fair assessment, all staff involved in the delivery of a product must ensure that they:

- a) Be aware of, and abide by, any relevant awarding organisation policies and procedures in relation to 'Access to Fair Assessment'.
- b) As part of our joining instructions, and/or course induction, make clear to students the assessment requirements of the qualification/programme and how and when assessment is likely to take place.
- c) Create internal assessment activities (where permitted) with equality, diversity and any specific requirements of learners in mind.
- d) Ensure assessment activities are flexible to meet the needs of all candidates without creating any undue advantage. This will be determined during the assessment planning stage.
- e) Use clear and plain language, which is jargon free, and at an appropriate level for students.
- f) Develop assessment procedures that prevent occurrences of malpractice and maladministration.
- g) Request students inform Edit Education of anything that may require reasonable adjustments to allow appropriate training and assessments to be developed and / or planned and awarding organisation permission to be sought (if applicable).

- h) Ensure reasonable adjustments to assessments are made whilst not causing an undue advantage for the learner.
- i) Inform students of the appeals process in case of any dispute over assessment decisions.