Empowering Futures

# Access to Fair Assessment Policy and Procedure

## Purpose:

The purpose of this policy is to ensure that all learners at Empowering Futures have equal access to assessment opportunities, regardless of their personal circumstances, background, disability, or learning difficulty. The policy ensures assessments are conducted in a fair, inclusive, and transparent manner that reflects the principles of equality, diversity, and integrity.

## Scope:

This policy applies to all learners enrolled in Empowering Futures programmes, including those funded by local authorities, privately funded by parents/guardians, or self-funded adults in training programmes. It applies to all staff involved in the design, delivery, and assessment of qualifications.

## Policy Statement:

Empowering Futures is committed to ensuring that assessment practices do not disadvantage or unfairly exclude any learner. We strive to eliminate discrimination and support all learners to reach their full potential. Our approach is aligned with Equalities legislation, the requirements of Open Awards, and the principles of inclusive education.

## Key Objectives:

- To provide all learners with access to assessment free from bias or barriers.  
- To make reasonable adjustments to meet the specific needs of individual learners.  
- To support assessors and tutors with guidance and training in inclusive practices.  
- To review and update access arrangements regularly based on feedback and changes in learner needs.

## Procedures:

1. 1. Initial Assessment and Disclosure:

- At enrolment, all learners complete an Initial Assessment and Learner Profile.  
- Learners are encouraged to disclose any disabilities, learning difficulties, mental health needs or personal barriers to learning in a confidential environment.  
- If needs are disclosed, learners are referred to the support coordinator for further assessment and planning.

1. 2. Reasonable Adjustments:

- Adjustments may include additional time, rest breaks, assistive technology, adapted resources, or alternative assessment formats.  
- These are implemented based on evidence (e.g. EHCP, medical documentation, or professional reports).  
- A Reasonable Adjustments Request Form is completed and authorised by the Quality Lead.  
- Records of all adjustments are securely stored in the learner file and reviewed each term.

1. 3. Inclusive Assessment Design:

- Assessors are trained to use a range of methods to ensure that assessment activities suit different learning styles and abilities.  
- Language used in assessment materials is clear, unbiased, and accessible.  
- Where appropriate, oral assessments or observational assessments may be used in place of written tasks.

1. 4. Special Considerations:

- Learners affected by temporary illness, bereavement, or personal crisis may apply for special consideration.  
- Applications must be submitted within 5 working days of the assessment and include supporting evidence.  
- The Quality Lead will make a decision and submit to the awarding body if required.

1. 5. Staff Training and Support:

- All delivery staff receive training on equality, diversity and inclusion in assessment.  
- Additional CPD is provided on supporting learners with SEND and those requiring access arrangements.  
- Staff are supported by the Quality and Safeguarding leads in implementing inclusive practices.

1. 6. Appeals and Feedback:

- Learners who feel they have been unfairly assessed can raise concerns informally with their tutor or formally through the centre’s Complaints and Appeals Policy.  
- Feedback is collected regularly and used to improve assessment processes.

## Monitoring and Review:

- The Quality Lead monitors the implementation of access arrangements and evaluates effectiveness termly.  
- Learner voice is gathered through feedback forms and review meetings.  
- The policy is reviewed annually or following any changes to legislation, awarding body requirements, or best practice guidance.

## Approval and Review:

Date of Implementation: April 2025  
Next Review Date: March 2026  
Approved by: Rhean White - Director