



Access to Fair Assessment Policy

Policy Statement

Competum Ltd is committed to providing **fair, accessible, inclusive and high-quality assessment** for all learners. Our approach ensures that every learner is able to demonstrate their knowledge, skills and behaviours without being unfairly disadvantaged.

This policy outlines the systems, procedures and responsibilities that ensure:

- All assessments are **valid, reliable, consistent and fair**
- Reasonable adjustments are applied appropriately
- Learners with additional needs are supported without compromising assessment integrity
- Assessment practice meets the requirements of awarding bodies, regulators and Ofsted
- Equality, diversity and inclusion are embedded in all assessment processes

Competum Ltd will ensure that all assessment decisions remain **robust and aligned to learning outcomes and assessment criteria**, regardless of adjustments made.

Purpose of the Policy

This policy sets out how Competum Ltd will:

- Provide accessible assessment opportunities
- Ensure assessment practices uphold equality and fairness
- Support learners with individual needs
- Maintain integrity and authenticity of learner evidence
- Ensure appropriate use of reasonable adjustments
- Define the responsibilities of staff, assessors, IQAs, learners and awarding bodies

Key Principles of Fair Assessment

All assessments undertaken by Competum Ltd must be:

- **Valid** – They measure what they intend to measure
- **Reliable** – They produce consistent outcomes
- **Transparent** – Criteria and expectations are clear
- **Free from bias** – Respect equality and diversity
- **Fit for purpose** – Appropriate for the qualification
- **Inclusive** – Accessible for all learners
- **Flexible** – Allow diverse ways of generating evidence

Assessment materials must use clear, inclusive language and provide opportunities for learners to demonstrate achievement in different formats where permitted.



Reasonable Adjustments and Access Arrangements

Competum Ltd ensures that reasonable adjustments are available to learners who:

- Have a disability or impairment as defined by the **Equality Act 2010**
- Experience barriers that place them at a **substantial disadvantage** compared with non-disabled peers
- Require support to demonstrate competence without altering assessment standards

Examples include (where permitted):

- Extra time
- A reader or scribe
- Assistive technology
- Modified materials
- Alternative formats
- Access arrangements agreed with awarding bodies

Adjustments must:

1. Not change the assessment criteria
2. Not compromise validity
3. Not provide an unfair advantage
4. Be approved in advance where required
5. Be consistent with the learner's normal way of working

Responsibilities

Tutors and Assessors

Tutors and Assessors must:

- Complete induction on assessment principles and awarding-body requirements
- Plan assessment to avoid unnecessary learner burden
- Record the outcomes of all assessment activities accurately
- Provide clear, constructive, criterion-referenced feedback
- Identify learners who may need adjustments and refer accordingly
- Follow internal and awarding-body procedures for reasonable adjustments
- Use inclusive assessment strategies that accommodate diverse learners
- Ensure environments and tasks enable fair performance

Assessment Material Developers

Those producing assessment materials must:



- Use clear, inclusive and appropriate language
- Ensure materials reflect equality and diversity
- Provide opportunities for different evidence types
- Align all tasks with learning outcomes and criteria
- Review assessment materials annually and as part of SAR/QIP processes

Internal Quality Assurers (IQA)

IQAs must:

- Verify that assessment strategies are appropriate and inclusive
- Ensure assessment tasks meet qualification requirements
- Check assessor records for accuracy and completeness
- Confirm that assessor feedback is clear, fair and aligned to criteria
- Sample decisions to ensure validity, consistency and reliability
- Provide written feedback and identify development actions
- Monitor quality improvement actions through to completion

Learners

Learners must:

- Be introduced to awarding body assessment methodology
- Understand criterion-referenced assessment
- Be informed of the centre's appeals and complaints processes
- Receive individual assessment plans via their ILP
- Receive timely assessment feedback (within 2 weeks, excluding centre closures or assessor leave)
- Understand qualification timelines and unit requirements
- Submit work that:
 - Meets assessment criteria
 - Is rigorous and authentic
 - Is accessible for moderation
 - Aligns with unit specifications

Learners must:

- Complete all required units for full qualification achievement
- Understand that unit certification may be issued if full qualification access is not possible
- Request reasonable adjustments when needed, supported with evidence

Awarding Body Moderators/External Quality Assurers



Awarding body representatives must be provided with:

- All required documentation
- Access to learner work and evidence
- Assessment and verification records
- Any additional information requested to support certification decisions

Competum Ltd will cooperate fully with all external quality assurance processes.

Planning and Managing Assessment

Competum Ltd will ensure that:

- Assessment strategies are mapped to programme outcomes
- Assessments are scheduled to avoid learner overload
- Opportunities for formative and summative assessment are balanced
- Assessment conditions meet awarding-body requirements
- Assessment is neither easier nor harder for any learner

Assessment will enable:

- Multiple forms of evidence (written, verbal, practical, digital etc.) where permitted
- Fair demonstration of competence
- Clear tracking towards qualification completion

Feedback to Learners

Feedback must:

- Be constructive, clear and developmental
- Map directly to learning outcomes and assessment criteria
- Support learner progression
- Highlight strengths and areas for improvement
- Be provided within **2 weeks** (adjusted for centre closure/holiday)
- Be recorded on the learner's ILP

Regular progress reviews must reflect achievement at unit level and whole-qualification level.

Appeals and Complaints

Learners have the right to:

- Appeal against an assessment decision using the Competum Ltd Appeals Policy
- Submit a complaint about assessment conduct via the Complaints and Appeals Policy
- Request a review, reassessment or re-mark where permitted



- Escalate unresolved issues to awarding bodies
- Ultimately escalate qualification-related issues to Ofqual (regulated qualifications only)

All learners will be signposted to the Appeals Policy at induction.

Quality Assurance and Continuous Improvement

Assessment practices form part of Competum Ltd's wider quality cycle:

- Internal verification
- Standardisation meetings
- Observation of assessment practice
- SAR (Self-Assessment Report)
- QIP (Quality Improvement Plan)
- Learner voice and employer engagement

Annual reviews ensure that this policy remains fit for purpose and aligned to best practice.

Monitoring and Review of Policy

This policy will be reviewed:

- Annually
- Upon regulatory or awarding-body updates
- Following audit findings
- After significant incidents or appeals

All updates are approved by the Managing Director.

Approval and review

Approved by	Keith Mcgroarty
Policy owner	Competum Ltd
Policy author	Cris Drant
Launch Date	01.05.19
Reviewed date	30.04.20, 30.04.21, 28.04.22, 25.04.23, 24.04.2024, 23.04.25, 14.06.25
Updates/adjustments made	Reviewed and Updated