**Notting Hill College**

**Access to Fair Assessment Policy**

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| **Centre Details** |
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| **Centre Name:** | Notting Hill College | **Centre Number:** |  |

Throughout this policy, the term ‘the Centre’ will be used to refer to the Centre details above.

| **Policy Details** |
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| **Date Published:** | 15 May 2025 | **Version Number:** | AFAPV2025 |
| **Date of Next Review:** | May 2026 |
| **Individuals Responsible for Policy:** | Amira Madkour and Iryna Hurkova |

**1. Introduction**

* 1. This policy details how the Centre will provide fair access to assessment for learners. The Centre 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.
	2. The purpose of this policy is to:
1. Promote the use of a range of methods to assess the skills and knowledge of all learners within the Centre.
2. Ensure that centre designed assessments give all learners appropriate opportunities to demonstrate achievement.
3. Ensure that assessment tasks ensure that the assessment methods are relevant and meet the needs of all learners.
4. Support compliance with Awarding Organisation requirements.
5. **Who is this policy for?**
	1. The intended audience for this policy is:
6. Learners/apprentices registered at the Centre.
7. Tutors, Assessors, IQAs and other delivery staff at the Centre.

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1. The registered Awarding Organisation for the product being delivered.
2. Centre administrators, quality assurance personnel, and senior management responsible for overseeing assessment practices and ensuring compliance.
3. **Ensuring Fair Assessment**
	1. To ensure learners/apprentices are able to access fair assessment, all staff involved in the delivery of a product must ensure that they:
4. Be aware of, and abide by, any relevant awarding organisation policies and procedures in relation to ‘Access to Fair Assessment’.
5. As part of the centres joining instructions, and / or course induction, make clear to learners / apprentices the assessment requirements of the qualification / programme and how and when assessment is likely to take place.
6. Create internal assessment activities (where permitted) with equality, diversity and any specific requirements of learners in mind.
7. 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.
8. Use clear and plain language, which is jargon free, and at an appropriate level for learners.
9. Develop assessment procedures that prevent occurrences of malpractice and maladministration.
10. Request learners / apprentices inform the centre 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).
11. Ensure reasonable adjustments to assessments are made whilst not causing an undue advantage for the learner.
12. Inform learners / apprentices of the appeals process in case of any dispute over assessment decisions.
13. Ensure all assessment records are accurately maintained and securely stored, in line with Notting Hill College’s data protection and quality assurance policies.
14. Promote a culture of inclusivity and academic integrity by regularly reviewing assessment practices to ensure they remain fair, transparent, and aligned with current standards.

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1. Provide ongoing training and support for tutors, assessors, and quality assurance staff to uphold best practices in fair assessment.
2. Work in partnership with learners / apprentices to identify and remove potential barriers to assessment, ensuring their voice is heard and considered in the planning process.
3. Monitor and evaluate learner feedback regarding assessment fairness and use this feedback to inform continuous improvement.
4. **Version History**

| **Version** | **Date Published** | **Changes Made** | **Signed off by** |
| --- | --- | --- | --- |
| AFAPV2025 | 15 May 2025 |  | Iryna Hurkova |
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