

Public

Access to Fair Assessment Policy

Applicability

This policy/procedure/process applies to all divisions, subsidiaries, departments, and associated organisations within Twin Group. It is binding on all employees, contractors, and stakeholders engaged in activities on behalf of the Group, regardless of business unit or location. All members of the Group are expected to adhere to the principles, standards, and requirements set out herein.

Introduction

Twin Training International Ltd is committed to ensuring that all assessment processes are fair, transparent, and inclusive. This applies to all learners, regardless of prior learning or attainment, socio-economic, ethnic, cultural, or religious background, health problems or disabilities, gender, age, or personal circumstances.

We aim to create an environment where barriers to achievement are removed, and learners have equal opportunities to demonstrate competence while safeguarding the integrity of qualifications.

Purpose

This policy aims to:

- Ensure fair, consistent, and transparent assessment practices across all programmes, including subcontracted provision.
- Promote equality of opportunity and remove barriers to achievement wherever possible.
- Maintain the integrity, reliability, and validity of assessment outcomes.
- Ensure learners, teaching and delivery staff, and subcontractors understand their roles and responsibilities in delivering fair assessment.

Scope

This policy applies to:

- All teaching and delivery staff employed directly by Twin Training International Ltd.
- All subcontractors delivering programmes on behalf of Twin Training International Ltd.
- All learners participating in assessments or programmes managed by Twin Training International Ltd.



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- All programmes, courses, qualifications, or units delivered by Twin Training International Ltd, whether accredited or non-accredited.



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1. Access

To ensure equitable access to learning and assessment opportunities, Twin Training International Ltd will:

- Identify physical, emotional, and personal support needs during initial and ongoing assessment processes.
- Provide resources to meet support needs, including literacy, language, or communication support.
- Ensure training and assessment locations are DDA compliant and accessible.
- Make every effort to provide training at convenient and accessible locations for learners.
- Offer information, advice, and guidance in multiple formats to ensure accessibility.
- Include subcontractors in access planning and support arrangements to ensure consistency across all delivery sites.

2. Integrity of Assessment

Twin Training International Ltd ensures assessment outcomes are reliable, valid, and fair by:

- Allocating appropriate resources, including time, staffing, and equipment, to support assessment activities.
- Ensuring all teaching and delivery staff, including subcontractors, maintain up-to-date knowledge of vocational standards and assessment practices.
- Providing guidance and support to newly qualified or unqualified staff.
- Monitoring assessment methods to ensure they are:
 - **Reliable** – assessment outcomes are consistent and repeatable.
 - **Valid** – assessments measure the required competence, skill, or knowledge.
 - **Fit for purpose** – arrangements are practical, flexible, and proportionate.
- Promoting regular contact between teaching and delivery staff, internal/verifying staff, and learners to review assessment decisions and identify professional development needs.

3. Assessment Approach

Assessment is designed to minimise disruption and maximise opportunities for learners to demonstrate competence:

- Assessment planning is observation-led, holistic, and utilises naturally occurring evidence in the workplace.
- All opportunities for assessment, including workplace activity, group work, or training sessions, are maximised.
- Learners' usual working methods are considered during planning to ensure relevance.
- Knowledge and understanding are assessed using a variety of methods that reduce workload for learners while ensuring robust evidence.

Inclusive Assessment Methods Include:

- Observation
- Questioning
- Work outputs or practical outcomes
- Projects and assignments
- Professional discussion
- Witness statements
- Simulation exercises (where appropriate)
- Learner self-reports
- Recognition of prior learning, experience, and achievement is integrated wherever appropriate.
- Learners can receive certification for individual units without needing to complete the full award.

4. Communication

Effective communication ensures fair assessment for all:

- Clear instructions are provided to learners, teaching and delivery staff, and subcontractors.
- Communication methods are tailored to individual needs (telephone, email, written materials, in-person, online).
- Additional support is available for learners with literacy, language, or other communication needs.
- Assessment documentation and tools are designed for clarity, simplicity, and ease of understanding.
- Assessment records clearly link judgments to evidence to reduce misunderstandings.
- Subcontractors are included in communication planning to ensure consistent delivery standards across all sites.

5. Subcontractor Responsibilities

Subcontractors delivering training and assessment on behalf of Twin Training International Ltd must:

- Comply with this Access and Fair Assessment Policy and associated procedures.
- Ensure teaching and delivery staff are trained in fair assessment principles.
- Maintain accurate, auditable records of learner progress and assessment outcomes.
- Report any barriers to learner achievement, non-compliance, or deviations from this policy immediately.
- Cooperate fully with monitoring, audits, and quality assurance reviews.

6. Inclusion

Twin Training International Ltd is committed to promoting inclusion, equality, and diversity across all learning provision, including subcontracted delivery. We ensure that every learner, regardless of background, ability, or circumstance, has the opportunity to succeed. This emphasises the quality of education, equitable outcomes, and the effectiveness of support for all learners.

Key principles:

- **Learner-Centred Approach:** Teaching and delivery staff ensure that learning is tailored to the needs, aspirations, and circumstances of each learner, allowing them to participate fully and achieve their potential.
- **Barrier Removal:** We proactively identify and address barriers to learning, including physical, cognitive, social, and emotional factors. This includes access to assistive technology, additional literacy or language support, and reasonable adjustments.
- **Diverse Curriculum and Assessment:** Learning materials and assessment methods are designed to be inclusive and culturally responsive, providing all learners with opportunities to demonstrate knowledge, skills, and understanding.
- **Monitoring and Evaluation:** We track learner engagement, progression, and achievement by demographic factors to identify and address any gaps. Findings are used to improve teaching, support, and assessment practices.
- **Staff Training and Awareness:** Teaching and delivery staff, as well as subcontractors, receive regular training on inclusive teaching practices, unconscious bias, safeguarding, and supporting learners with SEND or other barriers.
- **Learner Voice and Participation:** Learners are encouraged to contribute to the design and delivery of learning, providing feedback that informs continuous improvement in accessibility and inclusivity.
- **Subcontractor Compliance:** All subcontractors are required to adhere to the same inclusion standards and report on how they support equitable learner outcomes.

Outcomes:

- All learners have equitable access to learning, resources, and assessment opportunities.
- Achievement and progression outcomes are monitored to ensure no group is disadvantaged.
- Learners develop skills, confidence, and knowledge to participate fully in society and the wider economy.
- Continuous improvement in inclusion practice supports Ofsted's criteria on the quality of education, equality, and diversity.

7. Policy Review

- This policy is reviewed annually to reflect changes in legislation, standards, best practice, or feedback from learners, staff, and subcontractors.



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- Questions regarding the policy should be directed to the Assistant Director, Education & Skills