

# Inspire London College



## **Access to Fair Assessment Policy**

Access to Fair Assessment Policy	Last Review:	September 2025
	Amended Date:	N/A
	Next planned review in 12 months, or sooner as required	

# **Access to Fair Assessment Policy**

## **1. Introduction**

Inspire London College is committed to providing fair and accessible assessments for all learners, ensuring that assessment methods are valid, reliable, and inclusive. This policy is aligned with the requirements of awarding bodies, the Equality Act 2010, and the Quality Assurance Agency (QAA) standards.

All assessments are designed to measure a learner's knowledge, skills, and competencies objectively, ensuring that they meet the qualification's learning outcomes. The College recognises that learners may face barriers to assessment due to disability, learning difficulties, language proficiency, or other personal circumstances, and it takes appropriate measures to support them.

## **2. Scope**

This policy applies to all learners, academic staff, assessors, and quality assurance personnel at Inspire London College. It outlines the College's commitment to ensuring that all learners have fair and equal access to assessments, in compliance with awarding body requirements and regulatory guidelines. The policy ensures that assessment practices are conducted with integrity, transparency, and consistency while promoting inclusivity for all learners, including those with additional support needs.

## **3. Principles of Fair Assessment**

Inspire London College ensures that assessments are conducted fairly and equitably through the following key principles:

### **3.1 Transparency and Clarity**

All assessment criteria, submission guidelines, and grading methods are clearly communicated to learners at the start of their course. Learners are provided with access to course handbooks, marking rubrics, and assessment policies to ensure they understand the expectations and requirements.

### **3.2 Validity and Reliability**

Assessments are designed to effectively measure a learner's understanding and ability to meet the learning outcomes. The assessment process is standardised to ensure consistency and accuracy in grading.

### **3.3 Accessibility and Reasonable Adjustments**

The College ensures that learners with disabilities, special educational needs (SEN), or any other learning difficulties have equal opportunities to complete assessments. Reasonable adjustments, such as extra time or alternative assessment formats, are provided where necessary. Requests for reasonable adjustments must be submitted in advance and supported by relevant documentation.

### **3.4 Non-Discrimination and Equal Opportunities**

All assessments are free from bias and discrimination. No learner is disadvantaged based on gender, race, ethnicity, disability, religion, age, sexual orientation, or socio-economic background.

### **3.5 Assessment Security and Academic Integrity**

All assessments are conducted in a secure manner to prevent malpractice, plagiarism, and fraudulent submissions. Learners are required to confirm that their work is original, and assessors conduct authenticity checks where necessary.

#### **4. Assessment Methods**

The College employs a variety of assessment methods to cater to different learning styles and ensure fairness. These include:

- **Written assignments and reports** – assessing critical thinking, research, and writing skills.
- **Presentations and oral assessments** – evaluating communication and subject knowledge.
- **Practical assessments** – measuring applied skills in a real or simulated environment.
- **Professional discussions** – allowing learners to demonstrate knowledge through verbal explanations.
- **Case studies and problem-solving exercises** – testing analytical and decision-making skills.

All assessments are internally verified as required by awarding body standards to ensure fairness and consistency.

#### **5. Access to Assessment Support and Adjustments**

##### **5.1 Reasonable Adjustments for Learners with Disabilities or Learning Needs**

Learners with disabilities, medical conditions, or learning difficulties may request reasonable adjustments to assessments. Adjustments may include:

- Additional time for coursework.
- Use of assistive technology, such as screen readers or speech-to-text software.
- Alternative assessment formats, such as oral presentations instead of written reports.
- Availability of assessment materials in large print or braille.

Requests for reasonable adjustments must be submitted in writing, accompanied by medical or educational documentation, and reviewed by the College's academic support team.

##### **5.2 Special Consideration for Unforeseen Circumstances**

Learners who experience unforeseen personal circumstances that impact their ability to complete an assessment (e.g., illness, bereavement, or other extenuating situations) may apply for special consideration. This may result in an extension, alternative assessment opportunity, or adjusted grading where appropriate. Applications for special consideration must be submitted with supporting evidence.

#### **6. Assessment Malpractice and Plagiarism**

To uphold academic integrity, all assessments are subject to scrutiny for malpractice, including plagiarism, collusion, and fraudulent submissions. Learners must submit original work and adhere to ethical academic practices. Any suspected malpractice is investigated in line with the College's Academic Misconduct Policy, and appropriate disciplinary actions may be taken.

## **7. Appeals and Complaints Procedure**

### **7.1 Assessment Appeals**

Learners have the right to appeal an assessment decision if they believe their work was not assessed fairly or if they identify a procedural error. The appeal must be submitted in writing within two weeks of receiving the assessment result. Appeals must outline the grounds for the request and provide supporting evidence where necessary.

The appeals process follows these stages:

1. **Informal Review:** Learners can discuss concerns with their tutor.
2. **Formal Appeal Submission:** If unresolved, a formal appeal is submitted to the Head of Internal Quality Assurance.
3. **Internal Review:** The assessment is reviewed by an independent moderator.
4. **Final Decision:** The decision is communicated to the learner within four weeks of submission.

### **7.2 Complaints Procedure**

If learners are dissatisfied with any aspect of the assessment process, they may file a complaint following the College's grievance procedures. Complaints must be submitted in writing and will be handled impartially to ensure a fair resolution.