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Department: Quality

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Official

Annex 1

Access and Fair Assessment Policy for Training and Development

Twin Group wishes to ensure that our assessment processes are fair for all groups of people, whatever their levels of prior learning or attainment; socio-economic, ethnic, cultural or religious background; health problem or disability; gender; age; or personal circumstance. We will:

- a) ensure access and equality of opportunity to all, while safeguarding the integrity of the qualifications,
- b) remove barriers to achievement wherever possible,
- c) Guarantee fair and consistent assessment for all candidates, including those with particular assessment requirements.

In addition, Twin Group will wherever possible provide opportunities for all groups to develop a wider understanding of:

- | | |
|----------------------|---------------------------|
| - moral issues | - social issues |
| - legislative issues | - economic issues |
| - cultural issues | - sustainable development |
| - health and safety | - European developments |

Access

To ensure all groups have equal access to the learning opportunities available, Twin Group will:

- Identify physical, emotional and personal support needs as part of the initial and ongoing assessment processes.
- Put in place resources to address support needs, including literacy, language or other communication needs, to enable all groups to fully participate.
- Ensure training and support is available at premises which are DDA compliant.
- Make every effort to provide training and support in central locations or those easily accessible to the client group.
- Provide information, advice and guidance in a variety of formats to ensure access for all.

Integrity of Assessment

To ensure that all of our assessment outcomes are reliable, consistent and fair to all, Twin Group will:

- Put in place appropriate resources (time, equipment, staffing etc) for assessment activity.
- Support all assessors in maintaining their knowledge of current working practices in their vocational area.



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- Provide a high level of support to unqualified and newly qualified assessors to ensure that all assessment decisions are robust.
- Monitor assessment methods to ensure they are reliable, valid and fit for purpose:
 - Reliable means that the assessment outcome is repeatable.
 - Valid means the method of the assessment measures the required competence, skill or knowledge.
 - Fit for purpose means the assessment arrangements are affordable, practical and flexible.
- Promote a high level of contact between assessors, verifiers and candidates to enable verifiers to better judge assessor decisions and identify development needs.

Assessment

We aim to ensure that the approach we use to assessment minimises disruption in the workplace and maximises the candidate's opportunities to prove competence by:

- Ensuring that assessment planning is observation led, holistic, and makes maximum use of naturally occurring evidence in the work place.
- Taking advantage of all assessment opportunities presented (including those during training, group work etc).
- Taking account of the candidate's usual way of working as part of the planning process.
- Ensuring that knowledge and understanding is assessed using a range of methods that reduce work for the candidate but allow stronger, more relevant evidence.
- Promoting inclusive assessment methods to ensure that no group is disadvantaged in proving competence against a standard. Methods used will include accreditation of prior experience, learning & achievement and:
 - Observation
 - Outcomes of the candidate's work activity
 - Professional discussion
 - Simulation where appropriate
 - Questioning
 - Setting projects & assignments
 - Witness statements
 - Candidate reports

We will ensure that all groups have access to certification for individual units of their qualification, and do not have to wait to achieve the full award before being recognised for their achievement.

Communication

In order to promote effective communication to ensure equal access and fair assessment, we will:

- Provide clear instructions for candidates and assessors at all times.
- Use methods of communication that meet the needs of individual candidates, including telephone, email, writing, in person, via the internet.
- Ensure access to additional support for candidates with literacy, English or other communication needs.



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- Consider the content, presentation and layout of materials to meet the needs of all groups.
- Keep the design of assessment recording tools and documentation simple.
- Ensure that assessment recording clearly demonstrates how judgements were made and how criteria link to explicit evidence, to minimise chances of misunderstanding.

This policy is reviewed on an annual basis to take account of changes in standards, legislation, and to adopt best practice. Should you have any questions in relation to this policy please contact your HR advisor.