

# Access to Fair Assessment Policy (ITC-aligned)

## 1. Policy statement

Safe Skills Training Ltd is committed to ensuring that all learners undertaking First Aid at Work (FAW) training are assessed fairly, consistently, and in a way that enables them to demonstrate competence without discrimination. We will provide reasonable adjustments where required, maintain assessor integrity, and apply clear processes to resolve concerns, disputes, or disagreements about assessment decisions.

This policy is written to align with the expectations typically applied within regulated/externally quality-assured first aid training provision, including ITC-approved arrangements where applicable.

## 2. Scope

This policy applies to:

- All learners attending Safe Skills Training Ltd FAW training (including Emergency First Aid at Work and First Aid at Work where delivered)
- All trainers/assessors, quality assurance activity, and any subcontracted delivery
- All assessment methods used during training (practical skills assessment, knowledge checks, questioning, scenario-based assessment)

## 3. Definitions

- **Fair assessment:** Assessment that is valid, reliable, transparent, and free from bias.
- **Reasonable adjustment:** A change to the assessment approach or environment that reduces disadvantage for a learner, without lowering the required standard of competence.
- **Quality assurance (QA):** Processes used to ensure assessment decisions are consistent, evidence-based, and meet required standards.
- **Malpractice/maladministration:** Any action (intentional or accidental) that compromises the integrity of assessment or associated records.

## 4. Principles

Safe Skills Training Ltd will ensure assessment is:

- **Valid:** Assesses the intended learning outcomes and required FAW competencies.
- **Reliable and consistent:** Decisions are consistent across learners and cohorts.
- **Transparent:** Learners understand what is being assessed, how, and against what criteria.

- **Inclusive:** Equality, diversity and inclusion (EDI) are embedded; no learner is disadvantaged due to protected characteristics.
- **Evidence-based:** Decisions are supported by documented observation and/or recorded evidence.

## 5. Equality, diversity and inclusion (EDI)

We are committed to equal access to assessment for all learners, regardless of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex, or sexual orientation.

We will:

- Use respectful, inclusive language and scenarios
- Ensure venues are accessible where reasonably practicable
- Provide reasonable adjustments where appropriate
- Challenge discriminatory behaviour immediately and record actions taken

## 6. Learner information and transparency

Before assessment, learners will be informed of:

- The assessment methods used (e.g., observation, questioning, scenarios)
- The standard required to achieve competence
- The opportunities to practise before being assessed
- How decisions are recorded
- How to raise concerns or appeal an assessment decision

## 7. Reasonable adjustments and additional support

### 7.1 How to request an adjustment

Learners are encouraged to disclose support needs as early as possible, ideally:

- At booking stage, or
- At the start of the course (before assessment begins)

Requests can be made verbally to the trainer/assessor or in writing via email.

### 7.2 Examples of reasonable adjustments

Adjustments may include:

- Extra time for knowledge checks
- Alternative formats for written materials (e.g., larger print)
- Rest breaks

- Adjusted questioning methods (e.g., verbal instead of written)
- Support with reading where appropriate

### 7.3 What we cannot adjust

We cannot change the required FAW competence standard. Where a practical element is essential to safe practice, the learner must still demonstrate competence.

### 7.4 Recording adjustments

All agreed adjustments will be recorded on the learner record/assessment documentation.

## 8. Assessor competence, impartiality and conduct

Safe Skills Training Ltd will ensure that trainers/assessors:

- Are competent in FAW delivery and assessment
- Follow agreed assessment criteria and course requirements
- Treat learners with dignity and respect
- Avoid conflicts of interest

Where a conflict of interest is identified (e.g., assessing a close friend/relative), an alternative assessor will be arranged where reasonably practicable.

## 9. Quality assurance and standardisation

To support consistent and defensible assessment decisions, Safe Skills Training Ltd will:

- Use clear assessment criteria and checklists aligned to course requirements
- Ensure assessment decisions are recorded at the point of assessment (or as soon as practicable)
- Carry out periodic review/sampling of assessment decisions and records (proportionate to delivery volume)
- Hold standardisation discussions to confirm consistent interpretation of assessment criteria
- Review learner feedback for themes relating to fairness, inclusion, and assessment practice

Where Safe Skills Training Ltd is delivering under an externally quality-assured arrangement (e.g., ITC-approved provision), we will cooperate with any reasonable requests for information, sampling, or audit activity and will implement required actions within agreed timescales.

## 10. Raising concerns informally (early resolution)

We encourage learners to raise concerns as soon as possible.

## 10.1 Informal route

If a learner believes an assessment has been unfair, they should:

1. Speak to the trainer/assessor during the course (or as soon as practical)
2. Explain what they feel was unfair and what outcome they are seeking

The trainer/assessor will:

- Listen without judgement
- Explain the assessment decision and criteria
- Where appropriate, offer a further opportunity to demonstrate competence within the course requirements
- Record the concern and outcome

## 11. Formal appeal process (assessment decision)

### 11.1 When to appeal

A formal appeal can be made if the learner believes:

- Assessment criteria were not applied correctly
- They were disadvantaged by bias or discrimination
- Reasonable adjustments were not considered or applied
- There was an administrative error affecting the result

### 11.2 How to appeal

Appeals must be submitted in writing within **10 working days** of the assessment decision.

Email: [andy@safeskillstraining.com](mailto:andy@safeskillstraining.com)

The appeal should include:

- Learner name, course date, and venue
- The decision being appealed
- The reasons for appeal
- Any supporting evidence (if available)

### 11.3 Acknowledgement

Safe Skills Training Ltd will acknowledge the appeal within **3 working days**.

### 11.4 Investigation and review

The appeal will be reviewed by a person not involved in the original decision wherever reasonably practicable.

We will:

- Review assessment records and evidence
- Speak to the trainer/assessor and, where relevant, the learner
- Consider whether EDI factors or adjustments were appropriately handled
- Consider whether a further opportunity to demonstrate competence is appropriate within course requirements

## 11.5 Outcome and timescales

We will provide a written outcome within **15 working days** of acknowledgement.

Possible outcomes:

- Appeal not upheld (decision stands)
- Appeal upheld (decision amended)
- Further assessment opportunity offered (where appropriate)
- Administrative correction (e.g., record/certificate details)

## 11.6 Escalation (where the learner remains dissatisfied)

If the learner remains dissatisfied after the formal appeal outcome, they may request escalation within **10 working days**.

Escalation route:

1. **Quality Assurance Lead** (review of process and evidence)
2. **Director/Lead Educator** (final internal review)
3. Where delivery is under an externally quality-assured arrangement, the learner may also be signposted to the relevant awarding/approving body process (e.g., ITC) where applicable and appropriate.

## 12. Complaints and disputes (behaviour, discrimination, service issues)

If the issue relates to conduct, discrimination, or service quality (rather than an assessment decision), it will be handled under the company complaints procedure. Once your complaints policy is finalised, this policy should cross-reference it.

## 13. Malpractice and maladministration

If malpractice or maladministration is suspected, Safe Skills Training Ltd will:

- Secure relevant evidence and protect the integrity of records
- Investigate promptly, fairly, and confidentially
- Take proportionate action (which may include invalidating results, retraining, re-assessment opportunities, or removal from course where safety/integrity is at risk)

- Record findings, outcomes, and corrective/preventive actions

## 14. Records and confidentiality

- Assessment records will be kept securely and in line with data protection requirements.
- Information will be shared only on a need-to-know basis.
- Learners may request access to their personal data in line with applicable law.

## 15. Policy ownership, review and version control

- **Policy owner:** Director/Lead Educator
- **Review frequency:** Annually, or sooner if standards/guidance change or an issue indicates a need

### Version control

Version	Date	Summary of changes
1.0	16/04/2026	First issue
1.1	16/04/2026	ITC-aligned wording, added QA/standardisation and escalation route

### Document header (for print)

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