

Assessment Policy

Aim

The primary aim of this policy is to ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals. This policy also aims to ensure that the assessment procedure is open, fair and free from bias and to national standards. Additionally, this policy ensures that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner evidence solely against the published assessment and grading criteria issued by the awarding organisation, ensuring that all decisions are supported by valid evidence and recorded clearly.
- Ensure that learner achievement is not unfairly limited due to late submission of work, following the awarding organisation's rules on extensions and late submission.
- Develop and implement assessment procedures that reduce the risk of malpractice.
- Keep accurate and detailed records of all assessment decisions and supporting evidence for a minimum of three years after certification, or longer if required by the awarding organisation or ESFA funding rules.
- Maintain a strong and rigorous internal quality assurance (IQA) process to ensure consistency, fairness, and alignment with awarding organisation standards. IQA activities will include planned sampling, standardisation meetings, and documented feedback to assessors.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Regularly review NSS reports and take any necessary remedial actions to address identified issues.

- Facilitate the sharing of good assessment practices across all apprenticeship programme teams.
- Make certain that all assessment and apprenticeship delivery staff fully understand assessment methodologies, awarding organisation requirements, and the roles of assessor, IQA, and EPAO.
- Allocate the necessary resources to ensure that assessments are conducted accurately and appropriately.
- Apply Reasonable Adjustments in line with the Equality Act 2010 and awarding organisation guidance to ensure all learners have fair access to assessment.
- Apply Special Consideration procedures where a learner has been disadvantaged by illness or other unforeseen circumstances.
- Ensure all suspected cases of assessment malpractice or maladministration are reported immediately to the Quality Lead, recorded, and, where required, reported to the awarding organisation.
- Implement a clear process for assessment appeals, allowing learners to request a review of assessment decisions within 10 working days of receiving their results.
- Appeals will be handled according to the Stanfords Training Appeals Policy.
- Ensure that certification claims are checked, verified, and authorised by the Quality Lead before submission to the awarding organisation.
- Maintain confidentiality of all assessment records and declare any conflicts of interest before assessments take place.
- Ensure that End-Point Assessment (EPA) arrangements for apprenticeships are managed independently through an approved EPAO, in line with ESFA and Ofqual guidance.



Signed

Policy Date: 01/11/2025

Next Review Date: 31/10/2026