

UK Professional Development Academy



Access to Fair Assessment Policy

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| Access to the Fair Assessment Policy | Last Review: | January 2026 |
| | Amended Date: | N/A |
| | Next planned review in 12 months, or sooner as required | |

Access to Fair Assessment Policy

1. Introduction

UK Professional Development Academy is committed to fair, valid, reliable and accessible assessment. Assessment decisions must reflect the published learning outcomes and assessment criteria, without unlawful discrimination or avoidable barriers. This policy supports compliance with the Equality Act 2010, awarding organisation requirements and the Ofqual General Conditions of Recognition, where applicable.

2. Purpose

The purpose of this policy is to set out how UKPDA provides learners with fair access to assessment, identifies support needs, applies reasonable adjustments and special consideration, protects assessment integrity and provides routes for review and appeal.

3. Scope

This policy applies to all learners, tutors, assessors, internal quality assurers, administrators, invigilators and managers involved in the delivery, assessment or quality assurance of UKPDA programmes.

4. Principles of Fair Assessment

UKPDA applies the following principles: assessment requirements are communicated clearly; assessment methods are appropriate to the qualification; decisions are based on sufficient, authentic and current evidence; assessors apply criteria consistently; learners are not advantaged or disadvantaged by irrelevant factors; and assessment records are complete, accurate and available for quality assurance.

5. Reasonable Adjustments

A reasonable adjustment removes or reduces a substantial disadvantage experienced by a disabled learner while preserving the knowledge, skills and understanding being assessed. Examples may include additional time, rest breaks, accessible formats, assistive technology, a reader, a scribe,

modified equipment or an alternative location. An adjustment must not change the assessment standard, provide an unfair advantage or compromise competence requirements. UKPDA will seek awarding organisation approval where required.

6. Requests and Evidence

Learners should disclose support needs as early as possible. Requests should be made to the relevant tutor or learner support contact and, where appropriate, supported by suitable evidence. UKPDA will consider each request individually, record the decision and communicate the approved arrangements before assessment. Lack of formal evidence will not automatically prevent consideration where reliable information is otherwise available.

7. Special Consideration

Special consideration may be requested where temporary illness, injury, bereavement or another unforeseen circumstance has materially affected assessment performance. It cannot be used to lower the required standard or compensate for missing evidence. Applications must be made promptly and handled in line with the relevant awarding organisation's rules.

8. Assessment Practice and Quality Assurance

Assessment briefs, criteria and submission arrangements will be provided in advance. Assessors will give clear and constructive feedback. Internal quality assurance and standardisation will be used to monitor consistency, fairness and compliance. Conflicts of interest must be declared and managed.

9. Academic Integrity

Learners must submit their own work and acknowledge sources. Suspected plagiarism, collusion, impersonation, unauthorised use of artificial intelligence or other malpractice will be investigated under the relevant malpractice policy. Any authenticity check must be proportionate and fair.

10. Appeals and Complaints

A learner who believes an assessment decision or access arrangement was not handled correctly may use the UKPDA Appeals Policy and Procedure. Concerns about service, conduct or administration may be raised through the complaint procedure.

11. Responsibilities

The Quality Lead is responsible for oversight. Assessors and IQAs are responsible for consistent application. Staff must identify barriers, protect confidentiality and keep records. Learners must provide accurate information, follow assessment instructions and raise concerns promptly.

12. Monitoring and Review

The policy will be reviewed annually, or sooner following regulatory change, awarding organisation feedback, an appeal, a complaint or an identified weakness in assessment practice.