



## Access to Fair Assessment

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The Root Of It and The Mentoring School deliver both regulated qualifications and non-regulated courses. These courses often involve some forms of assessment. This statement is the company's commitment to ensure that we make the assessments accessible to all, regardless of disability, ethnicity, gender, status or need.

Assessments are developed to meet the following criteria:

- (a) be fit for purpose:
  - (a) Valid – the courses have clear objectives that are assessed against set criteria in the assessments. They are tested with employers and training providers in the sector to ensure that the assessment is the best for the course;
  - (b) Reliable – as assessments are developed, descriptors are produced to ensure that assessors are able to consistently assign the correct mark. Peer moderations are undertaken between assessors, in addition to external moderation from our Quality Assurance Officer;
  - (c) Comparable – Assessments are developed to be consistent with other courses or qualifications at that level, both internally and externally. For example, similar assessment expectations;
  - (d) Manageable – It is important that our assessments can be replicated. We produce resources for trainers and assessors to use to ensure consistency across the centres, whilst reducing the amount of work required;
  - (e) Minimise Bias – assessments are produced with generic examples and phrasing (such as the use of *they* rather than *he* or *she*) to reduce any bias in the materials provided. Assessment marking is standardised against criteria in order to reduce any bias with marking by giving the assessor set descriptors to mark against.
- (b) be able to be delivered efficiently,
  - (c) allow cost effective arrangements for its delivery, using only the resources which would be reasonably expected to be required or which are provided by the awarding organisation,
  - (d) permit Reasonable Adjustments to be made, while minimising the need for them,
  - (e) allow each learner to generate evidence which can be authenticated,
  - (f) allow each specified level of attainment detailed in the specification to be reached by a learner who has attained the required level of knowledge, skills and understanding, and
  - (g) allow assessors to be able to differentiate accurately and consistently between a range of attainments by learners,
  - (h) ensure that the language passes our Language and Stimulus Materials Test Procedure.