



NTIA

Fair Access Policy

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Fair Access Policy

1.0 Purpose

NTIA is committed to ensuring all its learners and apprentices are provided with access to fair assessment across all qualifications, delivery locations and delivery and assessment personnel.

2.0 Scope

We will embrace and comply with the relevant regulatory authorities to ensure students are not disadvantaged with their studies and that they are provided with access to fair assessment. To that end, this policy is not limited to full qualifications. Modular units of learning (RQF), work contributing towards Apprenticeship Standards and/or Frameworks and non-regulated delivery will fall under the remit of this policy.

All delivery and quality assurance personnel are aware of their responsibilities in ensuring learners and apprentices have access to fair assessment. Additionally, regular standardisation meetings take place to review and ensure consistency of assessment across personnel, qualifications/training and locations is fair and consistent.

NTIA will ensure that: -

- Any assessment follows the requirements and guidelines from the appropriate regulatory body.
- Assessment will be a fair judgement of each learner's /apprentices knowledge, skills and behaviours, including combinations thereof.
- Assessment decisions will be subject to internal, and where appropriate external, quality assurance.
- Assessment decisions will be standardised over time to ensure consistency of decision making.
- Assessment will be standardised across all delivery and assessment personnel.

3.0 Appeals

In the event a student is dissatisfied with an assessment decision, in the first instance they should speak directly to their Trainer or Assessor. If, after consultation with the Trainer or the Assessor, the learner or apprentice should be directed to the NTIA Assessment and Appeals Policy and / or Complaints Policy.

4.0 Review

The NTIA Fair Access Policy is formally reviewed on an annual basis by the Head of Quality and Compliance. However, policies and procedures may be updated on an ad-hoc basis following standardisation meetings or feedback from colleagues, learners, apprentices or regulatory authorities.