

## **Access to Fair Assessment Policy**

This document sets out the Food and Farming Compliance policy for ensuring access to fair assessment for all learners on accredited training programmes. Assessment practice will be open and consistent with the code of practice and regulations laid down any relevant awarding body.

### **Commitment**

Food and Farming Compliance is committed to supporting equality of opportunity in learning and will ensure that all assessments are conducted rigorously and accurately.

To meet this commitment will Food and Farming Compliance will deliver:

- Practices and procedures that support equal opportunities for all individuals, regardless of their age, disability, sex, gender reassignment, pregnancy and maternity, race, sexual orientation, religion or belief, and marriage and civil partnership
- Materials and documentation that are easily understood, and reflective of a diverse society and differing needs and abilities of learners
- Quality assurance processes that are fair
- Advice that is sensitive to the widest possible range of learners' needs
- Assessments that are based on award requirements only and do not discriminate against anyone

### **Putting this policy into practice**

To put this policy into practice successfully Food and Farming Compliance will:

- make a copy of this policy available to all staff, tutors and verifiers and ensure they are familiar with it
- make it readily available to learners
- monitor and review the effectiveness of the policy and make improvements where appropriate

### **Learning support**

As part of the booking process, all learners will be asked if they have any learning support needs that may require additional mechanisms to be put in place.

### **Internal assessment**

Internal assessment will be conducted by the tutor/assessor. Assessment will be internally verified in accordance with the Internal Verification Policy and the awarding body's verification/moderation procedures.

Feedback will be given to learners as soon as possible after assessment. Feedback should be as helpful as possible to the learner, i.e. confirming what has gone well and giving clear guidance on what actions the learner might take to improve on their performance.

### **Arrangements for learners with special assessment requirements**

Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification. However, some learners may need access to alternative means of providing evidence and/or additional support. Care needs to be taken that any proposed assessment methods are of equal quality and rigour to those being used for all learners in order to demonstrate that the learner with special assessment requirements has achieved the standard expected.

Learners may be identified as having particular assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness, or English as an additional language. This means that they will need appropriate support in their development to help them meet the required standard such as:

- Help with communication and number skills
- Adapted equipment and physical environment
- Special information technology
- Confidence building

### **Assessment Appeals**

All learners must be informed of the assessment appeals procedure at the beginning of the programme.