ECTA Equality, Diversity & Inclusion Policy

**1.0 INTRODUCTION**

1.1 ECTA is committed to equality of opportunity to all in all aspects of its activities

1.2 This commitment applies to ECTA personnel, staff employed by ECTA and learners, regardless of gender, age, racial origin, nationality, creed, sexual orientation, marital status, wealth, employment status or any issues relating to health or disability.

1.3 ECTA will promote practices and procedures which encourage inclusion.

1.4 ECTA will promote practices and procedures which ensure equality of opportunity and aims to eliminate any which unfairly discriminate, directly or indirectly.

1.5 ECTA will make learners aware of the existence of this policy and the means by which learners can comment or complain about any matters relating to diversity or equality. Details of which are contained in the Handbook for Learners and Centres.

**2.0 RESPONSIBILITIES**

2.1 The Centre Manager (CM) will;

* + 1. Ensure that there are no restrictions to access to any qualification or unit offered by the approved centre, unless there are specified pre-requisites placed on entry criteria by the Sector Skills Council’s (SSC) assessment strategy, industry specific requirements, UK legislation and or regulation.
    2. Ensure that all learners are treated equally and fairly.
    3. Need to be satisfied that learners have the physical and motor capabilities to perform the vocational or occupational activity in accordance with the requirements of the relevant National Occupational Standard (NOS) or qualification strategy.
    4. Where learners do not have the physical and motor capabilities to perform the occupational activity will advise the learner of alternative qualifications and or unit credit awards offered by ECTA which the learner is able to undertake and achieve.
    5. Advise ECTA where learners do not have the physical and motor capabilities to perform the occupational activity and the centre is unable to offer an alternative qualification. Examples include colour blindness, loss or restricted use of limbs etc.
    6. Ensure that where reasonable adjustments are applied those adjustments do not compromise the integrity of the examination or assessment nor give the learner any unfair advantage over cohorts.
    7. Ensure that where special considerations are made they are appropriate to the indisposition experienced by the learner.
    8. Ensure all members of staff are appropriately trained in the requirements of Diversity and Equality as part of the staff induction programme.
    9. Ensuring all members of staff are issued with or have access to this Section of the QMS and Guidance Document; Reasonable Adjustments.
    10. Ensuring that learners are issued with or have access to the Handbook for Learners and Centres and are aware of the policy for diversity and equality.

2.2 Assessors and verifiers will;

2.2.1 Ensure that no undue preference is given to the learner in assessing or verifying competence.

**3.0 PROCEDURES**

3.1 The approved centre will collect data for analysis as detailed on the Application and Registration Form and Learner Monitoring Data Sheet.

3.2 Where analysis identifies that the learner has any need that requires reasonable adjustment to be applied and or assistance the CM will be advised.

3.3 The CM will;

* Accept the learner’s application and registration and arrange to put in place the support mechanisms required to enable the learner to meet the requirements of the unit or qualification.
* Decline the learner’s application and registration and inform LCL of the decision.
* Seek further advice or guidance from the LCL Scheme Manager (SM).

**4.0 REASONABLE ADJUSTMENTS**

4.1 The need to apply reasonable adjustments will normally be identified during the application and registration process.

4.1.1 Where the application and registration is accepted by the CM;

4.1.1.1 The CM will refer to the LCL – Guidance Document on the Application of Reasonable Adjustments and Special Consideration in the Qualifications and Credit Framework (QCF/GRA) prior to arranging for support to be given to the learner.

4.1.1.2 AC staff involved in the examination and or assessment of the learner will be advised of the support mechanisms to be put in place.

4.1.1.3 Details of any reasonable adjustments made will be retained in the learner file for audit purposes.

**5.0 SPECIAL CONSIDERATIONS**

5.1 Special considerations normally apply when learners experience temporary illness, injury or indisposition at the planned time of an examination and or assessment.

5.2 Where special considerations are applied;

5.2.1 The CM will refer to Form QCF/GRA for information and guidance.

5.2.2 LCL may be advised of the special consideration where examinations or assessment s are planned to be conducted on fixed date or under specified examination or assessment conditions.

**6.0 LEARNER COMPLAINTS**

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6.1 Where a learner is dissatisfied with the reasonable adjustment proposed or special consideration arrangements being made, the learner will be advised to follow the complaints and appeals procedure