



**Accelerate
People**

Equality, Diversity, and Inclusion Policy

Welcome to Accelerate

Classification: Public

Version History		
Version	Date Amended	Changes Made
1	Jan 2021	Covered in other policies but further detail required so created as a separate document
2	June 2021	Additional detail around Reasonable Adjustments and Special Considerations in section 5 added.
2.1	Feb 2024	Annual review
3	Sept 2024	Annual review, added document classification and rebranding

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1. Scope

We strive to ensure that diversity and inclusion are embedded into our everyday practices. We collectively believe in being honest, transparent, credible, and fair in everything, creating a work environment that is inclusive and diverse, helping people to unlock their potential and that of our customers through our inclusive End-point assessment (EPA) products and services.

As a regulated Awarding Organisation, we have a responsibility to maintain compliance with Ofqual's General Conditions of Recognition in relation to protecting the interests of all learners. The conditions are:

- **D2.1:** An awarding organisation must ensure that it complies with the requirements of Equalities Law in relation to each of the qualifications which it makes available.
- **D2.2:** An awarding organisation must monitor qualifications which it makes available for any feature which could disadvantage a group of Learners who share a particular Characteristic.
- **D2.3:** Where an awarding organisation has identified such a feature, it must –
(a) remove any disadvantage which is unjustifiable, and
(b) maintain a record of any disadvantage which it believes to be justifiable, setting out the reasons why in its opinion the disadvantage is justifiable.

This policy will be updated regularly to take account of national legislative changes. In addition, it will be reviewed following any organisational changes.

2. Policy

We believe that all learners have the right to an equal and fair opportunity to develop their Knowledge, Skills, and Behaviours through the apprenticeship process and this will continue when accessing our EPA products and services to achieve the best possible grade. Learners and our wider customers have the right to be treated fairly, regardless of their race, colour, nationality, ethnic or national origin, gender, sexuality, marital status, caring responsibilities, pregnancy or maternity, age, physical disability, learning difficulty, mental ill health, religion, lack of formal qualifications, class, employment status and unrelated criminal conviction.

We also strive to ensure that no person is victimised or subjected to any form of bullying or harassment.

3. Design, Development and Delivery of End-point Assessment

We are committed to:

- Using language and terminology that is accessible to all learners and making clear use of plain English.
- Developing EPA that are free from bias and do not discriminate against specific groups or protected characteristics.
- Fairness in our use of all access arrangements for EPA.
- Designing EPA that support the development of Knowledge, Skills, and Behaviours to enable progression.
- Developing EPA that are accessible and representative of learners taking them.
- Considering all access requests relating to EPA that are received, except where acceptance of the request is not logistically possible or where acceptance would undermine the reliability or integrity of the assessment. **Please refer to the Reasonable Adjustments and Special Considerations Policy for more detail.**
- Independent Assessors using language and approach that ensures accessibility to all learners, making clear use of plain English and terminology.
- Monitoring and reviewing Equality, Diversity, and Inclusion throughout the development of EPA.
- Monitoring data related to learner achievement and performance.
- Providing training and guidance to our employees, including Independent Assessors, Subject Matter Experts and Board members as part of their induction process.
- Supporting employee CPD and training.
- Providing a fair and objective EPA process, measured against the approved Apprenticeship Standard.

We will ensure that learners with protected characteristics, undertaking one of our EPA, are neither advantaged nor disadvantaged in relation to learners who do not share that characteristic and have a comparable experience.

4. Our Centres

Through our Centre Approval process, we work with Training Providers, FE Colleges, and Employers (Our Centres) to ensure that we fulfil our duties under relevant legislation and regulation including those within the Equality Act 2010, we undertake annual checks on our centres that include:

- Compliance with equal opportunities legislation.
- Confirmation of an Equality Diversity and Inclusion policy.
- Confirmation of a Safeguarding and Prevent policy.
- Confirmation of a GDPR policy.

5. Reasonable Adjustments and Special Consideration

Accelerate People are committed to fulfilling our duty to meet the Reasonable Adjustments requested for our learners in a way that does not disadvantage either them or other learners.

We always consider each Reasonable Adjustment and Special Consideration request relating to EPA on its own merit. In certain circumstances acceptance of the request is not logistically possible or where it would undermine the criteria for the assessment.

To make a request for a Reasonable Adjustment and/or Special Consideration and for further information please refer to our policy available on ACE360 and our website.

6. Monitoring and Review

This policy will be reviewed on an annual basis and, where appropriate, updated in response to input from consumers, results from internal and external monitoring arrangements, amendments in internal procedures, IfATE, Department for Education (DfE), and Ofqual actions or where developments in legislation occur.



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