

Equality policy (including accessibility)

The scope of this policy covers discrimination on the grounds of sex, gender, marital status, civil partnership, physical status or any disability, racial or ethnic origin, nationality, creed or religious belief, sexual orientation, age, pregnancy and maternity/paternity or employment status. It applies to our trainees and other stakeholders.

This policy shows how we comply with the Equality Act 2012.

This policy includes reference to reasonable adjustments and special consideration.

- Reasonable adjustments refer to maximising the potential for all trainees to participate in assessment by making interventions before training and/or assessment commences.
- Special consideration refers to actions taken after an assessment, as a result of unforeseen circumstances outside the control of the trainee, to ensure they achieve their potential outcome.

Our commitment

We are committed to equality in all our engagements with stakeholders (trainees, contractors). Our expectation is that all stakeholders promote equality and challenge any suggestion of discrimination. We expect all stakeholders to ensure everyone is included and that no trainee or group of trainees is disadvantaged.

We treat all trainees as individuals and provide all reasonable support to enable them to successfully complete their training course and related assessment/s.

Our procedures

We provide our training and assessment staff with the skills needed to comply with this policy. This includes the ability to:

- identify discriminatory behaviour
- identify trainees with support needs;
- support trainees with specific needs;
- manage reasonable adjustments and special considerations

We ensure that any recruitment practices, including entry requirements, take account of the potential for anti-discrimination.

We provide our stakeholders with details of how to raise issues related to equality via our complaints policy.

We work with trainees to determine any specific support needs they may have by:

- asking them to complete a self-declaration

- ensuring that our instructors can identify specific learning needs through a diagnostic activity during a classroom course introduction
- ensuring that our instructors review trainee progress in the classroom through formative assessment with a view to identifying specific learning needs through a diagnostic activity

We ensure our induction and review processes for instructors and trainees include reference to this policy.

We are inclusive in the way we provide support and endeavour not to highlight to others any individual's support needs. We ensure that details of support needs and support provided are recorded. Documentation is retained for 12 months following end of employment/training.

We work with individuals to remove, where practical, barriers to achievement. Details of any special considerations and reasonable adjustments will be recorded and made available to the CAA if requested.

We use recruitment and trainee review processes to review the provision of resources required to support training and assessment, and ensure we have in place appropriate physical resources to support trainees.

We maintain confidentiality of any trainee information related to additional support needs. We monitor our compliance with this policy by collecting data through trainee and employee applications, feedback and outcomes.

We expect our stakeholders to treat people as they would like to be treated – fairly, equally, with courtesy and respect, challenging inappropriate behaviour, being open and honest in dealing with other people and organisations, protecting personal privacy and keeping commercial confidence.

Reasonable adjustments

Where reasonable adjustments are notified by stakeholders, trainees, or identified through diagnostic assessment, we will work with the trainee to provide reasonable adjustments to support their training needs.

To support a trainee who requests/requires reasonable adjustments during training we will, based on their needs provide:

- handouts on a coloured paper suited to their needs
- large font handout
- access to the presentation slides in advance on paper
- 1-2-1 additional support
- the use of a dictionary
- computer software to provide an audio transcript
- a suitable location in the training rooms as identified by the trainee

If we do not believe an adjustment is reasonable, we will explain the reason for our decision and allow the trainee to appeal the decision by following our complaints policy.

To support a trainee who request/requires reasonable adjustments during assessments we will, based on their needs provide:

- written assessments on a coloured paper suited to their needs
- large font assessments
- additional time during assessments
- alternative methods to display information
- a reader/scribe
- the use of a dictionary
- computer software to provide audio transcript
- a suitable location in the assessment room as identified by the trainee
- a separate room to allow quiet concentration

If we do not believe an adjustment is reasonable, we will explain the reason for our decision and allow the trainee to appeal the decision by following our complaints policy prior to an assessment being undertaken, or after an assessment is undertaken via our appeals against an assessment decision policy.

Special considerations

A trainee may make a request for special consideration following an assessment by contacting the training and compliance manager in writing or via email with the reason for the request and evidence to support the request being made.

The training and compliance manager will consider each request on a case by case basis and outline in writing the decision and recommended actions. Where a case is declined there will be no recommended actions.

Should a trainee wish to appeal a decision they should follow the appeals against an assessment decision policy.

The following is a list of acceptable special considerations:

- Bereavement – death of close relative/friend/significant other.
- Serious short-term illness or accident.
- Significant adverse personal/family circumstances.
- Significant disruption of an examination.
- Other significant exceptional factors for which there is evidence of stress causes.

We will not accept requests where the reasons for requesting special considerations include:

- a clear case that circumstances relied on were foreseeable or preventable

- pressures of other paid work
- holidays
- claims that trainees were unaware of the dates or times of examinations
- poor time management