

Cskills Awards Approved Centre Equality of Opportunity and Diversity and Reasonable Adjustments and Special Considerations Policy

Published by
Cskills Awards,
Bircham Newton, King's Lynn
Norfolk PE31 6RH

First published September 2010
Revised December 2010

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Printed in the UK

Scope

All qualifications, courses and services offered by Cskills Awards, including support products for the teaching or assessment process including;

- National Vocational Qualifications (NVQ) (*NQF specification*).
- Construction Awards (NQF)
- Competency Qualifications (QCF)
- Training Qualifications (QCF)
- Skillsfile (E Portfolio System)
- Gola Testing Platform

Introduction

The policy covers Cskills Awards requirements for Equality of Opportunity, Diversity and considerations for Special Access and Particular Assessment Requirements for learners.

The policy details Cskills Awards commitment to Equality of Opportunity and Diversity and is openly available to centres and learners through the Cskills Awards website. The policy has also been communicated and agreed by Cskills Awards staff including all contractors.

Cskills Awards require centres to have a written up to date policy for Equality of Opportunity and Diversity. This must also take account for Special Considerations for learners that have Particular Assessment Requirements prior to submitting any application to offer or deliver Cskills Awards qualifications.

This policy also contains the forms you will require to apply any reasonable adjustments for assessment including what you are able to authorise at centre and what must be approved with Cskills Awards prior to any adjustments being applied.

This policy is detailed in the Cskills Awards Requirements for Approved Centres.

Diversity

Cskills Awards is committed to giving everyone who wants to gain one of our qualifications through any of Cskills Awards approved centres an equal opportunity of achieving the qualification.

Cskills Awards require all centres to have policies and procedures that demonstrates and ensures that centres;

- Support learners in line with current UK legislation and EU directives, and through its support do not intentionally or unintentionally disadvantage learners.
- Support equality of opportunity and diversity regardless of their culture, sex, ability, disability, age, ethnicity, nationality, religion, sexual orientation, marital, employment or social status.
- Actively discourage discrimination, bullying and harassment for all.
- Actively promote inclusion for under represented groups.

Centres must also collect and evaluate data to demonstrate how equality of opportunity and diversity are managed.

This must be made available for review by the Quality Advisor team during their approval visit and ongoing monitoring visits, or following a reasonable request for the information.

General Guidance

Centres are advised to consider any access arrangements that may be required before a learner is enrolled on to a qualification. Learners must be made aware that they must achieve all of the required components to achieve either a unit of achievement or a full qualification under agreed rules of combination. No amendments to the learning outcomes or performance requirements may be made; however, learners may present their evidence of meeting the requirements of the qualification or unit in a different way.

Where learners are not able to meet the qualification requirements for the full qualification they will be able to achieve unit certification and credit for each unit. The centre must where practicable identify if a learner is capable of achieving the full qualification or units at the induction/initial assessment stage of the process. This will avoid the learner being disadvantaged at a later stage.

Provided the centre holds evidence of a learner's need for an access arrangement or particular assessment requirement then it should be put in place before the learner begins the unit or component to be assessed. Cskills Awards does not need to be consulted, provided the access arrangements comply with the centres strategy for assessment and or training, and the learner can present evidence of meeting the qualification requirements. Evidence the learner presents will be subject to normal assessment procedures, including internal and external verification.

Where health and safety forms part of the qualification requirements the learner will need to provide evidence that they can meet the learning outcomes of the qualification.

Assumptions about health and safety implications must be avoided; where there is reason to think that in particular circumstances there is a risk for the learner then the centre must carry out and document a full risk assessment. This must be referenced to individual circumstances and carried out by a competent and qualified person. This should take account of any access arrangements which might reduce or remove the risk.

If there is any doubt about the acceptability or appropriateness of an access arrangement then the centre should consult the quality advisor before putting it in place. The Quality Advisor must inform the quality assurance manager of any agreement made and this will be logged for reference.

Access arrangements are intended to assist learners to demonstrate their attainment whilst meeting the assessment and qualification requirements in full.

Where an access arrangement has been put in place the quality assurance co-ordinator/ Lead IV for the centre must ensure that records are kept for quality assurance and verification purposes.

Language other than English/Welsh/Irish (Gaelige)

There is an implicit assumption that someone holding a certificate in England will have a competence in English at least to the level of the qualification. This is reflected in the regulations laid down by Ofqual and the other qualification regulators, as appropriate.

For learners whose first language is **not** English, Welsh or Irish (Gaelige), it is not sufficient for them to be competent to operate only in the context of their first language.

The Ofqual document ‘Regulatory Arrangements for the Qualifications and Credit Framework (2008)’ has regulations in place for the assessment being carried out in languages other than English, Welsh or Irish (paragraph 5.21, page 31). This document applies to all accredited qualifications within the QCF. It has a further statement that it is the awarding organisations responsibility to ensure that ‘...lack of proficiency in English, Welsh or Irish (Gaelige) does not prevent the learner from properly carrying out the role that is supported by the qualification’ (paragraph 5.21(b) page 31).

If assessment is carried out in a language other than English, Welsh or Irish (Gaelige), clear evidence must be provided that the learner is also competent in English, Welsh or Irish (Gaelige) to the standard required for competent performance throughout the Great Britain.

Special Adjustments

Centres are advised to consider any access arrangements that may be required before a learner is enrolled on a course. Access arrangements cover the entire course and should be determined as early as possible to ensure arrangements are chosen. The learner does not necessarily have to have a disability (as defined by the Disability Discrimination Act) to be allowed an access arrangement, neither will every learner who has a disability be entitled to an access arrangement. The arrangements are intended to increase access to assessments but cannot be granted where they will directly affect performance in the skills that are the focus of the assessment. Centres do not have to make applications for assessment arrangements but should inform the Quality Advisor of all access arrangements and consult the Quality Advisor where indicated in the table below. The Quality Advisor will report to Cskills Awards.

Disability Rights Commission definition of disability:

“A disabled person is someone who has a physical or mental impairment, which has an effect on his or her ability to carry out normal day-to-day activities”. That effect must be: “substantial (that is, more than minor or trivial); and long-term (that is, has lasted or is likely to last for at least 12 months or for the rest of the life of the person affected); and adverse”.

Accessibility Arrangements

In making alternative access arrangements to allow learners to demonstrate competence, steps must be taken to ensure that the evidence to demonstrate competence provided by the learner is valid, authentic and sufficient, this must be assessed by an occupationally competent and qualified assessor. An arrangement must not weaken or invalidate the assessment requirements and must reflect their normal way of working.

Eligibility and Evidence requirements table

	Access arrangement	Eligibility and/or evidence requirement	Consultation
1	Extra time where assessment is time framed - up to a maximum of 25%	<ul style="list-style-type: none"> Statement of Special Education Needs relating to secondary education Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist tutor 	Centre Authority (complete from 1). The quality advisor must sign off during each visit and record on QA3 visit report

2	Extra time where assessment is time framed - above 25%	<ul style="list-style-type: none"> • Visual/hearing impairment • Physical disability • Multiple-disabilities • Learning difficulties 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
3	Tapes/CD	<ul style="list-style-type: none"> • Hearing impairment • Learners requiring extra time 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
4	Alternative accommodation/venue away from the centre	<ul style="list-style-type: none"> • Medical/psychological report 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
5	Amplification equipment	<ul style="list-style-type: none"> • Normal way of working 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
6	Sign interpreter (BSL, ISL and other sign languages)	<ul style="list-style-type: none"> • Hearing impairment 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
7	Read aloud	<ul style="list-style-type: none"> • Normal way of working 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
8	CCTV	<ul style="list-style-type: none"> • Normal way of working 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
9	Communicator	<ul style="list-style-type: none"> • Hearing impairment 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
10	Live speaker	<ul style="list-style-type: none"> • Hearing impairment 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
11	Low vision aid	<ul style="list-style-type: none"> • Visual impairment 	Centre Authority (complete form 1). The quality advisor

			must sign off during each visit and record on QA3 visit report
12	Modified assessment material	<ul style="list-style-type: none"> • Visual impairment • Hearing impairment 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
13	OCR scanners	<ul style="list-style-type: none"> • Visual impairment 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
14	Practical assistant	<ul style="list-style-type: none"> • Learner with physical disability 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
15	Prompter	<ul style="list-style-type: none"> • Normal way of working 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
16	Reader	<ul style="list-style-type: none"> • Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist tutor • Alternative evidence for learners in the workplace • Visual impairment 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
17	Scribe	<ul style="list-style-type: none"> • Physical disability • Psychological assessment carried out by a qualified psychologist, or specialist assessment carried out by a specialist tutor • Alternative evidence for learners in the workplace 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
18	Rest breaks where assessment is time framed	<ul style="list-style-type: none"> • Medical/psychological 	Centre Authority (complete form 1). The quality advisor must sign off during each visit and record on QA3 visit report
19	Transcript	<ul style="list-style-type: none"> • Handwriting difficult to decipher 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)
20	Transcript of tape	<ul style="list-style-type: none"> • Hearing impairment 	Cskills Awards must approve prior to the reasonable adjustment being applied (form 2)

Hearing Impairments / Production of Written Evidence

Learners who are pre-lingually deaf, whose first language is British Sign Language (BSL) and who present their own written work should have the content of their work assessed. Note the standard of English, (unless the quality of English is stipulated in the standards or scheme criteria) should not be penalised for its quality if he/she can demonstrate competence in order to obtain the qualification/unit.

Where the learner produces written material, either by hand or by computer, a transcript of the whole or part may be prepared if all or part of the material cannot be easily read. Alternatively, oral questioning of the learner can be undertaken using BSL if appropriate.

The provision of support personnel and application for extra time for learners with hearing impairments is the responsibility of the centre to provide and obtain. It is also the centre's responsibility to ensure authenticity of a learner's work and to ensure that any special assessment arrangements do not give unfair advantage over other learners.

Written material should only be requested where it is a requirement of the standards or scheme criteria. Alternative evidence other than written should be considered at all times, for example, witness testimony, questioning or the use of audio and visual devices.

As long as the learner can demonstrate the competence, skills and attributes required to achieve a unit or qualification, then the lack of written or literacy skills (unless specifically stated in the standards/criteria) should not prove to be a barrier to the learner obtaining the qualification.

Temporary Illness, Injury or Indisposition

Learners suffering with temporary illness, injury or indisposition at the time of assessment should be given the opportunity to reschedule the assessment at a time convenient to both the centre and the learner. Centres do not have to make applications for rescheduled an assessment and may seek guidance on eligibility from their quality advisor if required.

Special Considerations for On-line Examinations

City & Guilds administer the knowledge tests via the Global Online Assessment (GOLA) system. This is covered by their 'Access to assessment and qualifications' document that can be downloaded from the website www.cityandguilds.com. For access arrangements which require City & Guilds authorisation, i.e. readers and scribes, centres must make an application to City & Guilds one month before the month of the test, e.g. by 31 October for December tests. Please refer to Chapter 2 in the document 'Access to assessment and qualifications' for guidance.

Form 1 – Reasonable adjustments authorised by the centre

The form below has been designed for you to capture any reasonable adjustments that you have approved based on the table above. You must complete all of the data fields listed below and it should be signed by your quality advisor during each monitoring visit.

The form must be authorised by the internal verifier or head of centre.

Date	Learner registration number	Learner name	Qualification or unit	Adjustment	Quality advisor signature

Centre authorisation

I have reviewed the *Cskills Awards Approved Centre Equality of Opportunity and Diversity and Reasonable Adjustment and Special Considerations policy (December 2010)* and am satisfied the application for reasonable adjustments meets Cskills Awards requirements for centre authorisation. Furthermore I will submit this application for signature by the quality advisor during the next monitoring visit.

Name

Job title.....

Signature.....

Date.....

Form 2 – Reasonable adjustments authorised by Cskills Awards

The form below has been designed for you to capture any reasonable adjustments that you require authorisation for based on the table above. You must complete all of the data fields listed below and be sent to Cskills Awards for authorisation prior to the reasonable adjustment being applied.

The form must be authorised by the internal verifier or head of centre prior to being sent to Cskills Awards.

Date	Learner registration number	Learner name	Qualification or unit	Adjustment	Cskills Awards approval

Centre authorisation

I have reviewed the *Cskills Awards Approved Centre Equality of Opportunity and Diversity and Reasonable Adjustment and Special Considerations policy (December 2010)* and am satisfied the application for reasonable adjustments meets Cskills Awards requirements for approval. Furthermore I will submit this application prior to the reasonable adjustment being applied.

Name

Job title.....

Signature.....

Date.....

Once completed and signed please send the form to Cskills Awards, Bircham Newton, King’s Lynn, Norfolk, PE31 6RH, or by email to **quality.assurance@cskills.org**.

Cskills Awards use: Approved/Not approved

Name..... Date.....

Job title.....