



Equality, Diversity and Inclusion Procedure

CILEX Awarding Body

Introduction

1. This procedure complements the CILEX Equality and Diversity Procedure. It describes the way in which CILEX implements its Equality, Diversity and Inclusion Policy – Awarding Body for all CILEX qualifications, including the end-point assessments for apprenticeships. This procedure should be read in conjunction with the CILEX Equality, Diversity and Inclusion Policy – CILEX Awarding Body.

Purpose

2. This procedure outlines the steps and actions taken by CILEX to implement and uphold our commitment to equality, diversity, and inclusion (EDI). All learners should have equitable opportunities to access our qualifications, assessments, related products and services and the content of our qualifications and assessments should reflect the wide diversity of our learners.

CILEX Qualifications

3. We are committed to the following to ensure our qualifications are inclusive and that learners with a protected characteristic, when they are undertaking one of our qualifications, are neither advantaged nor disadvantaged in comparison to learners who do not share that characteristic.
 - Developing qualifications, and associated services, that are accessible to, and representative of, the learners taking them, where these are not restricted by government determined conditions.
 - Developing qualifications and assessments which are free from bias and do not discriminate against specific groups or learners with protected characteristics.
 - Setting entry requirements for our qualifications which do not present unnecessary barriers.
 - Making sure our qualifications and related products are of the appropriate standard and quality, and that our learners are empowered by them.
 - Designing qualifications that support the development of skills and abilities so that they enable progression and do not place a cap on learners' aspirations.
 - Engaging with stakeholders to capture feedback to support ongoing improvements to our qualifications and assessment to reflect the diversity of our learners.

Delivery and Assessment

4. As far as possible, CILEX takes into consideration key dates in the calendars of different faiths when planning assessment delivery.
5. CILEX provides equity of opportunity within our assessments through inclusive assessment design principles which mitigate the need for reasonable adjustments, where possible.
6. CILEX is committed to developing assessment that is free from gender, sexual orientation, disability, ethnic, political, cultural, or other discrimination and stereotyping. To do this we provide design specifications to instruct our assessment developers to produce assessments which are inclusive and avoid stereotyping.
7. We are proactive to ensure that our qualifications and assessments are inclusive and representative of the diversity of our learners. Through our qualification and assessment development processes we test the accessibility of qualifications and assessments.
8. We use language in our assessment materials which is clear, culturally sensitive, free from bias and appropriate for the audience.
9. We provide reasonable adjustments, access arrangements and special consideration for learners in accordance with our reasonable adjustments policies and procedures, access arrangements policies and procedures and special consideration policies and procedures.
10. CILEX and its assessors ensure that no learner is treated less favourably during the assessment process or when accessing awarding body services, for example, enquiries about results, because of disability, gender reassignment, age, pregnancy and maternity, marriage and civil partnership, race, religion and belief, sex (gender) and sexual orientation. Evidence based decisions underpinned by criteria (for example mark schemes, assessment criteria) are made and documented.
11. CILEX implements quality assurance activities to monitor the accuracy and fairness of assessment decisions.
12. Through our results enquiries and appeals processes assessment decisions and related decisions, for example, for reasonable adjustments or special consideration application decisions can be challenged.
13. CILEX monitors best practice and developments relating equality, diversity and inclusion within the qualifications sector, to inform ongoing improvements to our qualifications, assessments and related products and services.

Stakeholder feedback

14. CILEX seeks feedback from stakeholders with regard to the accessibility of our qualifications and assessments as part of its ongoing cycle of quality improvement.

Training

15. All members of staff in CILEX Awarding Body are required to undertake regular EDI training.

Related Documents

16. CILEX Reasonable Adjustments Policy and CILEX Reasonable Adjustments Procedure for the relevant qualification/end-point assessment.
17. CILEX Access Arrangements Policy and CILEX Access Arrangements Procedure for the relevant qualification/end-point assessment.
18. CILEX Special Considerations Policy and CILEX Special Considerations Procedure for the relevant qualification/end-point assessment.

Procedure review arrangements

19. This procedure is subject to a three-year review cycle. However, this procedure may be reviewed more frequently to address regulatory changes, feedback or concerns brought to the attention of CILEX to ensure the procedure remains fit for purpose.
20. This procedure is also reviewed as part of CILEX ongoing quality improvement monitoring.