Equality, diversity and inclusion policy
Quality Services and Governance

Who and what is this policy for:
This policy is for centres and learners accessing Pearson qualifications and related services. We are committed to ensuring that the principles of equality and diversity are reflected throughout our qualifications and other products and services. This policy sets out those commitments and how we meet them. If you have any queries on this policy, please contact regulation@pearson.com
Pearson Education Ltd – Our Mission and Values

Welcome to Pearson, the world's learning company. We have a simple mission: to help people make more of their lives through learning. Whether it's at home, in the classroom or in the workplace, learning is the key to improving our life chances. We are the UK's largest awarding body and we are regulated by Ofqual (England), SQA Accreditation (Scotland), CCEA Regulation (Northern Ireland) and Qualifications Wales (Wales). We offer academic and vocational qualifications that are globally recognised and benchmarked, with educational excellence rooted in names like Edexcel, BTEC, and LCCI.

Our regulatory policies are integral to our approach and articulate in a consistent way how we meet regulatory requirements. These policies are designed to support centres and learners with the design, delivery and award of Pearson qualifications and services.

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1. Scope of policy

1.1 We are committed to ensuring that diversity and inclusion are embedded into everything we do. We promote a work environment that’s inclusive and diverse – and where our people can be themselves – so we can reflect the customers and learners we serve. We support awareness and promotion of diversity and inclusion through our editorial guidelines and training to staff. To find out about our approach to recruitment please read our diversity and inclusion statement.

1.2 This is a policy for UK-managed qualifications and related services offered by Pearson Education Limited including end-point assessment. In addition, countries outside the UK may need to check with specific national requirements.

2. Policy statement

2.1 All learners should have equal opportunity to access our qualifications, assessments, related products and services and that the content of our qualifications and assessments should reflect the wide diversity of our audiences. We strive to support learners of all abilities, and to ensure we award our qualifications in a way that is fair to every learner.

Design and development of our qualifications

2.2 We are committed to:

- Developing qualifications 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 characteristics.
- Making sure our qualifications and related products are of the appropriate demand and rigour, 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.

• Developing qualifications and assessments that refer to provision at levels above, alongside and below, to enable the progression of learning.

2.3 By doing these things we ensure 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.

2.4 We monitor and review equality and diversity throughout the development of qualifications and related products and services.

Centre approval processes

• We work with UK and international centres to ensure that we fulfil our duties under relevant legislation and regulations. In the UK these duties include those within the Equality Act (UK). We support this through our approval processes, checking that centres:

• Review whether assessment processes are carried out in a fair and objective manner.

• Comply with equal opportunities legislation.

• Have a diversity and equality policy.

• Have an effective and inclusive appeals procedure.

2.5 We are always striving to improve the accessibility of our customer-facing IT systems, or to introduce new systems that are accessible for our customers.

Delivery and assessment of our qualifications

2.6 We pledge to provide equality of opportunity for learners to access all our assessments, whether they are internally or externally assessed, and by whatever means.

Reasonable adjustments and special consideration

2.7 We are committed to fulfilling our duty to meet the access arrangements requested for our learners in a way that does not disadvantage either them or their peers.

2.8 We will always consider a request relating to access to our qualifications, except where acceptance of the request is not logistically possible or where it would undermine the criteria for the assessment.

2.9 To make a request for academic qualifications and external assessment in vocational qualifications please read the JCQ Access Arrangements and Reasonable Adjustments document.

2.10 For requests about internal assessment in vocational qualifications, please read our Supplementary Guide for reasonable adjustments and special consideration in vocational internally assessed units.

Registrations and Certificates

2.11 We believe that all learners should achieve the recognition they deserve from completing a qualification and that this achievement can be fairly compared to the achievement of their peers.

2.12 For more information about how we support gender inclusivity in our registrations and certificates please read our Guidance on learner gender in registrations and certification.
3. Regulatory references

3.1 UK regulators require all awarding organisations to establish and maintain their compliance with regulatory conditions and criteria. As part of this process, policies that relate to Pearson’s status as an awarding organisation will reference any conditions and criteria that they address.

3.2 This policy addresses the following regulatory criteria and conditions:

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<tr>
<th>Ofqual/CCEA Regulation/Qualifications Wales General Conditions of Recognition</th>
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<td>Suitability for continuing recognition</td>
<td>Condition A1</td>
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<td>The role of the Responsible Officer</td>
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<td>Accessibility of Qualifications</td>
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<td>Ensuring an assessment is fit for purpose and can be delivered</td>
<td>Condition E4</td>
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<td>Language of the assessment</td>
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<td>Arrangements for Reasonable Adjustments</td>
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<td>Arrangements for Special Consideration</td>
<td>Condition G7</td>
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<tr>
<th>SQA Accreditation Regulatory Principles (2014)</th>
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<tr>
<td>The awarding body shall ensure that its qualifications and their assessment are inclusive and accessible to learners</td>
<td>Principle 11</td>
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<tr>
<th>JCQ General Regulations for Approved Centres</th>
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<td>Candidates entries</td>
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4. Policy review date

4.1 This policy will be reviewed in May 2020.