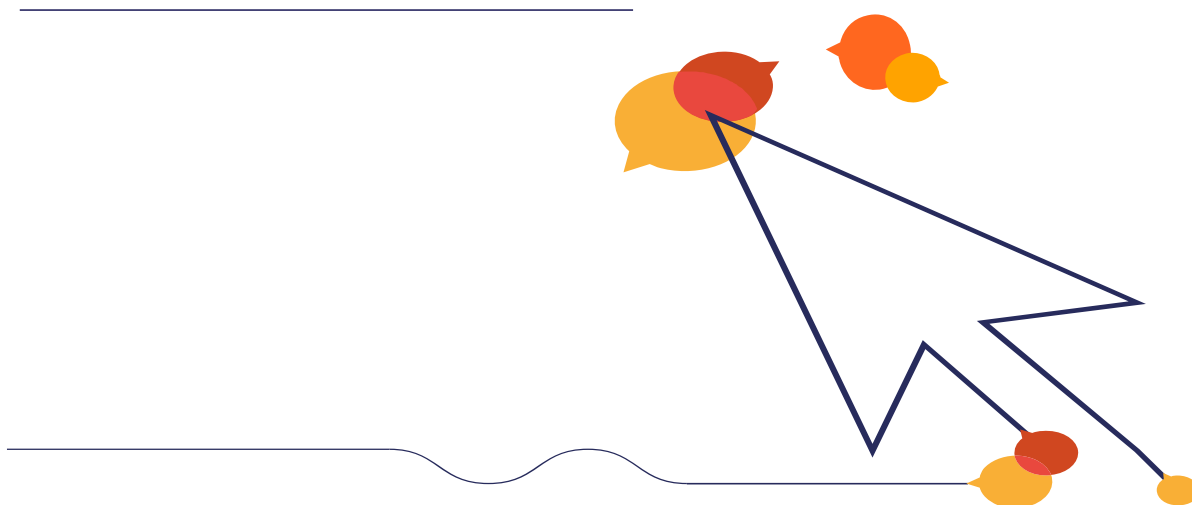




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RoSPA Equality Diversity and Accessibility Policy 2025

Policy Owner	RoSPA
Policy Lead	Head of Qualifications
Audience	OFQUAL, Centres, Learners
Legislation and Regulation	OFQUAL Conditions of Recognition (GCoR) D2 Equality Act 2010
Formally endorsed by	Chief Financial Officer
Version	11
Last Update	August 2025
Next Review	August 2026
Date effective from	1 October, 2025



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1. Guidance

This policy should be read and implemented by RoSPA Centres involved in the delivery of our qualifications.

2. Introduction

The purpose of this policy is to confirm our approach to promoting equality, diversity and accessibility whilst ensuring all our Learners are effectively supported when undertaking our qualifications. It is aimed at our Centres and Learners who are delivering, registered on, or have completed a RoSPA approved qualification. It sets out our intention to deliver a service and range of qualifications that are fair, accessible and do not contain any unfair barriers to entry.

3. Definitions

- OFQUAL General Conditions of Recognition – GCoR

4. Policy statement

This policy confirms RoSPA's approach to promoting accessibility of our qualifications, ensuring that Learners are effectively supported in achieving course outcomes. We will maintain and develop accessibility arrangements for Learners in line with our **Reasonable Adjustments and Special Considerations Policy**, respond to any changes in legislation relating to Equality, Diversity and Accessibility and maintain and enhance accessible learning by working with our Centres.

Policy

RoSPA is committed to complying with all current and relevant equalities legislation. We aim to deliver a service and range of qualifications that are fair, accessible and do not include any unnecessary barriers to entry.

The Equality Act 2010 protects people against discrimination because of the protected characteristics that we all have. There are nine protected characteristics; age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

This policy also applies to all Learners with specific accessibility needs that arise from the interaction between their course study and their circumstances and/or conditions. It includes Learners with disabilities or long-term health conditions and Learners who face accessibility issues due to other circumstances and/or conditions.

RoSPA's commitment is to provide support to individuals with specific needs, temporary illness or injury, or those who are experiencing adverse circumstances outside of their control, to ensure they are not unfairly disadvantaged when undertaking qualifications or assessments.



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Whilst we commit to anticipate accessibility needs, it is recognised that, owing to the breadth of accessibility requirements, there may still be occasions where specific needs may not have been anticipated. In such circumstances, we will be responsive to requests for reasonable adjustments.

Please see our Reasonable Adjustments and Special Considerations Policy.

We will address the accessibility needs of our Learners, ensuring that we are meeting such needs wherever reasonable and practicable by:

- 1) Providing information on our commitment to support all our Learners to improve accessibility where required
- 2) Communicating to Learners what can be expected from us in relation to their accessibility needs, ensuring we effectively make reasonable adjustments or special considerations in response to the needs of our Learners, wherever reasonable and practicable to do so
- 3) Remove barriers which prevent Learners undertaking assessments. These arrangements will ensure that Learners are able to undertake assessments in a fair and equitable way whilst ensuring the integrity, reliability and validity of assessments standards are upheld
- 4) Regularly reviewing, and improving where possible, the effectiveness of our accessibility support procedures

Centre responsibility

Policies are inclusive of all RoSPA Learners, regardless of protected characteristics. Commitment is required from our Centres to create an inclusive and diverse environment for all Learners that recognises and responds to their needs, creating an environment conducive to learning.

It is important that all staff and Learners who are involved in our qualifications are fully aware of the contents of this policy. It should be introduced as part of the induction process for Learners undertaking RoSPA Qualifications.

Areas covered by the policy

RoSPA Staff

1. To ensure adherence to, and implementation of, this policy we commit to incorporating specific and appropriate duties into the job descriptions and work objectives of all our staff.
2. We will provide Equality, Diversity and Accessibility training and appropriate guidance to all our staff. This will be included in induction training, as well as in further courses identified through internal performance review arrangements, or ad hoc feedback.



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To promote Equality, Diversity and Accessibility, our staff will:

1. Be receptive to Learners with accessibility needs and work with Centres in the design, development and evaluation of accessible resources, assessments and services
2. Maintain an inclusive, supportive, positive culture with Centres where each Learner is treated as an individual with a unique combination of needs, without placing undue emphasis on the conditions from which these needs arise
3. Ensure that we do not discriminate unlawfully against, or treat unfairly, any Learners based on their accessibility need
4. Work with our Centres to provide appropriate, effective and accessible training and assessments
5. Work with our Centres to provide a confidential, supportive and positive environment where Learners feel safe to declare their requirements.

To ensure proactive and responsive processes and procedures, we will:

1. Minimise, where possible, delays for Learners in obtaining support with equality, diversity and accessibility needs
2. Provide effective support for Centres and Learners throughout the process to reduce negative impact while the adjustment is being addressed
3. Address reasonable adjustments and accessibility needs with Learners in line with existing procedures (see **Reasonable Adjustments and Special Considerations Policy**)
4. Adopt proactive and responsive approaches to putting in place adjustments to support Learners with accessibility needs and regularly review these by incorporating post cohort surveys with Learners, as part of ongoing monitoring
5. Make equality, diversity and accessibility a key consideration when designing course programmes and assessments
6. Work with our Centres to ensure accessibility provisions are put in place in a timely manner.

To enable effective communication, we will:

1. Work with our Centres to provide effective, timely communication with Learners with accessibility needs from initial course enquiry to completion of the course
2. Engage with Centres and Learners with accessibility needs, through provision of relevant information relating to accessibility needs, by ensuring consistency and suitability of provision based on Learner needs
3. Ensure Centres communicate with Learners with accessibility needs to keep them informed of provisions they can expect from the Centre to support their study.

- **Qualification Development**

We will ensure that our qualifications do not contain any features or barriers to entry that could disadvantage any specific individuals or groups of Learners, unless they are directly relevant and related to the purpose of the qualification, e.g. if a Learner is unable to meet the requirements of a qualification that aligns to Health & Safety

Legislation (which takes precedence over Equalities Legislation). If this is the case, the nature of any such features or barriers will be clearly stated, and their inclusion justified, in terms of why they are required for the qualification. Centres may issue Learners with an attendance certificate which also details their specific achievements whilst attending the course.

- **Centres**

We require our Centres to ensure that Learners have equal access to training and assessment for qualifications, irrespective of age, disability, ethnicity (including race, colour and nationality), sex, gender reassignment, religion or belief, sexual orientation marriage and civil partnership, pregnancy and maternity. Under the Equality Act 2010, these are known as "protected characteristics". Similarly, assessments must be undertaken without discrimination. Centres are required to have a policy in place to ensure that such discrimination does not occur, either directly or indirectly, or because of pressure from other bodies. This policy should apply to all satellite sites and associated venues, and arrangements should be in place to monitor its application and effectiveness.

Where complaints relating to issues of inequality or discrimination cannot be satisfactorily resolved by the centre, Learners must be made aware of their right to appeal to RoSPA via the arrangements outlined in our **Appeals Policy**, which is available from the Qualification Management System (QMS).

Monitoring the success and relevance of our arrangements

We are committed to complying with all current and relevant legislation, which at the time of writing includes, but is not limited to, the Equality Act 2010.

We will monitor the success of our arrangements through requests for special considerations, access arrangements and feedback from Learners, centres and other stakeholders.

Any issues identified that suggest our provision or services may negatively impact on Learners will be reported back to our Responsible Officer (RO). Our RO will ensure that staff introduce appropriate amendments where necessary, in accordance with our documented procedures for developing and reviewing qualifications.

Details of our ongoing reviews will be made available to the Qualifications Regulator upon request.

Promoting Equality and Diversity and providing Accessible learning is a priority for RoSPA. This policy, along with our Reasonable Adjustments and Special Considerations Policy, puts into place how we work with our Centres to make sure Learners with accessibility needs are effectively supported whilst undertaking our qualifications.

If you would like to feed back any views or opinions or have a query about any aspect of this policy, please contact us using the details below.



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5. Responsibility and review

RoSPA will review and update this policy annually and revise it on an ad hoc basis, in response to customer and Learner feedback, observations from our monitoring data, changes in our practices, current best practice, guidance from the Qualifications Regulator or external agencies, and/or changes in relevant legislation.

Contact us

- Telephone RoSPA on 0121 248 2115
- Email us at qualifications@ROSPA.com

- Or write to us at:

RoSPA
RoSPA House
28 Calthorpe Road
Birmingham
B15 1RP

6. Evidence

Effectiveness of this policy will be measured against reasonable adjustments data collected through on-going monitoring by RoSPA.

Approved by:

Name: Monique Klein **Date:** 2/9/2026

DocuSigned by:
Monique Klein
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Appendix 1: Related Documents

Document Title	Relationship to this policy
Ofqual GCoR D2	Rules about qualification accessibility Ofqual Handbook: General Conditions of Recognition - Section D - General requirements for regulated qualifications - Guidance - GOV.UK (www.gov.uk)
Reasonable Adjustments and Special Considerations Policy	Due to breadth of accessibility requirements, there may be occasions where specific needs may not have been anticipated, reasonable adjustments can then be applied. Available from our online Qualifications Management System (QMS). www.rosqualqms.com
Appeals Policy	Complaints relating to issues of inequality or discrimination. Available from our online Qualifications Management System (QMS). www.rosqualqms.com

Appendix II: Document Provenance

Date endorsed	Category	Summarise changes made	Reason for change	Consulted	Changes endorsed by
XXXXX	New Policy			ELT, ARCom, BOT	BOT
August 2025	Policy Review	Updated contact email address	New email address	---	---