Our accessibility and inclusivity pledge

EAL pledge to:

- promote social mobility and uphold principles of equity, diversity, and inclusion

- provide all learners (regardless of their differences) with a level playing field for success.

EAL will strive to ensure that:

- all EAL qualifications and assessments are accessible and inclusive to all learners, if reasonably and safely possible, including those with disabilities, learning differences, mental health or other health conditions

- the team embraces diversity and makes all learners feel welcome and valued, regardless of race, nationality, ethnicity, age, gender, sexual orientation, caring responsibilities, social background, ability to access technology, or religion.

Our commitment to accessibility and inclusion means that EAL will:

- actively promote accessibility and inclusion for all learners in all of our qualification and assessment activities, achieved through our Reasonable Adjustments and Special Considerations and Accessibility in Assessment policies

- ensure that marketing and communication materials, as well as our policies and procedures regarding qualification and assessment developments, are clear and transparent

- ensure that its colleagues and associates receive appropriate training on accessibility and inclusion

- ensure that any complaints or allegations of inaccessibility or exclusivity are taken seriously and dealt with promptly, confidentially, and fairly, in accordance with our Complaints Procedure

- annually review and update this pledge to reflect changes in legislation, best practices, and stakeholder feedback.

All EAL colleagues are expected to:

✓ familiarise themselves with the content of this pledge

✓ treat all learners with dignity, respect and courtesy

✓ contribute towards a positive working culture

✓ challenge or report unacceptable behaviour

✓ be mindful of others when expressing views

✓ fully co-operate with any investigations.

This pledge does not cover the process for a centre to record and apply for access arrangements in order to be considered for reasonable adjustments. This can be found in EAL Reasonable Adjustments and Special Considerations Policy. This policy allows learners with specific needs, such as special educational needs and disabilities, to access assessments and demonstrate their knowledge, skills and understanding without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of a learner without affecting the integrity of the assessment. Access arrangements enable EAL to comply with the responsibility required by the Equality Act 2010 to make 'reasonable adjustments'.

This pledge does not cover regulatory requirements for awarding organisations to design and develop assessments which are accessible to learners. This is covered in EAL Accessibility in Assessment policy.[1]

In addition, we recommend tutors delivering products developed by EAL improve accessibility of assessment for learners by:

• sharing relevant assessment guidancewith learners before an assessment is administered

• providing all learners with sufficient exposure to and practice in the work prior to the assessment (e.g. through formative assessment activities)

• providing feedback that is timely enough to enable learners to apply it.

- Effectively communicating to learners what is required for successful completion through:
  - clear, appropriate use of layout, cues, visual design and format that are free of bias
  - instructions that are clear, concise and unambiguous.

- Providing clear assessment criteria that:
  - are taken from the curriculum to ensure assessment is connected with teaching and learning
  - are made explicit to learners in order to focus their attention on what they have to achieve
  - provide learners with feedback about their progress.

- Use inclusive strategies to adjust teaching and learning experiences and assessments to enable all learners to demonstrate knowledge, skills or competencies. Adjustments can be grouped into:
  - timing: the amount of time allocated
  - scheduling: when an assessment occurs
  - setting: where an assessment is completed
  - presentation: how an assessment appears or is communicated to a learner
  - response: how a learner may respond to the assessment.

- Design assessment activities with clear and specified conditions that support learners to demonstrate specific skills, knowledge, understanding or behaviours by:
  - giving learners sufficient notice of the task
  - ensuring that the length of the task or timeframe is appropriate to complete the task
  - providing appropriate access to equipment.

"At EAL, we believe that accessibility and inclusion are not just principles but promises — to open doors, level playing fields, and empower every learner to succeed."
Anna Fritz, Head of Product at EAL

1. CCEA/Ofqual's General Conditions of Recognition and Qualifications Wales Standard Conditions of Recognition. D2 – Accessibility of qualifications. SQA Accreditation Regulatory Principles (Principle 14).