



CPCAB EQUAL OPPORTUNITIES POLICY

CPCAB's policy on equal opportunities is designed to meet the regulatory requirements set out in paragraphs 2.11 to 2.14 of *Regulatory arrangements for the Qualifications and Credit Framework* (Ofqual, August 2008).

STATEMENT OF INTENT

As an awarding body of units and qualifications relating to human relations and working with human difference and diversity, CPCAB is committed to promoting equal opportunities both as an employer and in all aspects of its work. CPCAB promotes equal opportunities with all its accredited centres, learners and subcontractors, as well as with its own employees.

CPCAB and its centres recognise and comply with both the spirit and the word of The Equality Act 2010.

CPCAB'S COMMITMENT TO WIDENING PARTICIPATION

CPCAB has a long-term commitment towards helping to create a diverse (multi-cultural) and community-based counselling profession, fostering an approach through which practitioners return, post-training, to work in the community in which they are based both as counsellors and as practitioners who use counselling skills as part of their role. To this end:

- We operate mainly in the further (rather than higher) education sector. This is the most likely entry point for many individuals in our society who are currently largely excluded from vocational training, but whose input into a range of services broadly concerned with mental health and human relations is increasingly being sought with respect to creating inclusive services for an inclusive society.
- We place an especial emphasis on working with difference and diversity (WDD), seeking to extend tutor and student awareness of issues relating to WDD such as those concerning cultural and class backgrounds, age, colour, gender, sexual orientation and disabilities – issues that arise from living and working in a complex multicultural society. All CPCAB qualifications include a unit (or a learning outcome, in the case of single unit qualifications) on working with difference and diversity.
- We offer our centres the option of using 'descriptors' (in association with CPCAB qualifications). A descriptor specifically defines the service application of the qualification being offered in terms of the theoretical approach/model, or with reference to specific client need, or within in a particular context or client group.
- We place an especial emphasis on the value of focusing on relationships in the training group, as distinct from traditional academic or vocational training and assessment methods.
- We welcome and include a large number of centres offering qualifications within ethnic community groups (e.g. CPCAB was the first awarding organisation to offer counselling qualifications within an Islamic context).
- CPCAB has appointed an equality of opportunities team, who are committed to scrutinising, reporting on and making recommendations regarding all aspects of CPCAB's service which relate to equal opportunities.

The overall structure of the qualifications

CPCAB is committed to ensuring equality of opportunity for learners in the overall design of its units and qualifications, in order to widen participation by:

- including a mandatory assessed unit/learning outcome on working with difference and diversity in all CPCAB units and qualifications;
- allowing centres to design and adapt their course design and delivery to reflect the needs of particular learners or groups, providing all the generic requirements of the unit or qualification are met;

- designing an assessment process (as defined by the minimum assessment requirements) that accommodates different learning styles and needs;
- giving equal weight to tutor assessment of learners and thus recognising that they are best placed to assess their learners' individual learning needs and capability.

CPCAB centres in all parts of the UK are required to confirm that their framework for widening access and working with candidate diversity, equality of opportunity and anti-discrimination applies to course promotion, pre-course assessment, course materials, training delivery and assessment and confirm that this is monitored. This confirmation forms part of the centre approval process.

Internal assessment

CPCAB is committed to ensuring equalities of opportunity for learners in their centres, in order to widen participation, by:

- describing clear entry pathways to CPCAB qualifications for learners and clear guidelines to centres relating to RPL (formerly APL and APEL) which recognise other training and experience;
- requiring all registered centres to have:
 - an appropriate learner support system in place;
 - a coherent and proactive framework for widening access and working with learner diversity (including individual learning needs) as stated above;
 - appropriate arrangements in place for learners with special assessment needs.
- ensuring these requirements are consistently being met by including them within the CPCAB external verifier's remit.

External assessment

CPCAB is committed to ensuring equality of opportunity in the design of its external assessment process by:

- providing a unique form of external assessment which places emphasis on practitioner skills rather than academic ability;
- assessing candidates' understanding of working with difference and diversity as an integral part of all external assessments.

In accordance with guidelines produced by the Federation of Awarding Bodies, CPCAB is committed to ensuring equality of opportunity for learners engaged in the external assessment process by:

- providing clear guidelines and systems for centres to request reasonable adjustments and special arrangements for individual learners, so as not to create unnecessary barriers to achievement;
- providing clear guidelines to learners for sourcing individual support for both internal and external assessment;
- recording, reviewing and reporting on reasonable adjustments and special arrangements to ensure that these meet current legislation and guarantee fairness of assessment for all candidates.¹
- Special arrangements that are available on request include large-font external assessment papers, additional time for individual needs, braille papers and/or subtitles on assessment films;
- Assessment films and other materials such as marketing flyers, website articles and informational documents provide a wide a range of images in order to reinforce the diverse nature of our client base.

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¹ See CPCAB website www.cpcab.co.uk for FAB's 'Good practice guide - the application of reasonable adjustments and special consideration in vocational qualifications