QH

Equality, Diversity and Access Arrangements Policy

International L3 High School Diploma

Issued under the QH Qualifications Framework (QQF)

Document version 1.0

1. Purpose and Scope

QH is committed to ensuring that every learner has fair and equal access to the QH International L3 High School Diploma, and that no learner is disadvantaged in assessment because of a disability, learning difficulty, or temporary illness or personal circumstance unrelated to the skills or knowledge being assessed.

This Policy applies to all approved Centres and sets out QH's expectations for equality and diversity in delivery, and the arrangements available to remove barriers to fair assessment: access arrangements (agreed in advance) and special consideration (applied after assessment).

2. Equality and Diversity Commitment

QH expects every approved Centre to treat all learners, staff and applicants fairly and with respect, regardless of characteristics such as gender, age, disability, ethnicity, religion or belief, nationality, or any other characteristic unrelated to a learner's ability to meet the requirements of the qualification.

- Publish and apply an equality and diversity policy covering admissions, delivery and assessment.
- Make reasonable adjustments to teaching and learning (not only assessment) so learners with a disability or learning difficulty can access the course on an equal basis.
- Ensure course materials and case studies do not rely on discriminatory content, imagery or assumptions.
- Provide a route for learners to raise equality concerns without fear of disadvantage, via the Centre's complaints procedure.

3. Access Arrangements

Access arrangements are adjustments to the way an assessment is delivered, agreed before the assessment takes place, that do not change what is being assessed. They are intended to reflect a learner's normal way of working wherever possible.

Arrangement	Description
Extra Time	Additional assessment time (typically 25% or 50%) for learners with a demonstrated need, e.g. specific learning difficulties or processing speed differences.
Reader / Scribe	A reader to present assessment material, or a scribe to record a learner's responses, where a learner's disability affects reading or writing.
Assistive Technology	Use of screen readers, speech-to-text, or other assistive software the learner ordinarily uses for learning.
Modified Materials	Enlarged print, braille, or alternative-format assessment materials.
Rest Breaks	Supervised breaks during an assessment for learners with a medical condition, without extending overall available working time disproportionately.
Alternative Location	A separate room or reduced-distraction environment for learners for whom the standard assessment setting would be a barrier.

3.1 Applying for Access Arrangements

The Centre's Access Arrangements Coordinator (which may be the Lead IV or a named SEN/inclusion lead) submits requests to QH before the relevant assessment window, together with:

- A description of the learner's normal way of working (i.e. the arrangement already used in day-to-day learning, where applicable).
- Supporting evidence proportionate to the request — e.g. an educational psychologist's report, medical evidence, or a documented history of need maintained by the Centre.
- The specific arrangement(s) requested and the unit(s) or assessment(s) they apply to.

QH aims to confirm straightforward requests (e.g. standard extra time, rest breaks) within 10 working days, and more complex requests (e.g. modified materials, alternative formats) within 20 working days. Centres should build this lead time into their assessment planning.

4. Special Consideration

Special consideration is applied after an assessment has taken place, where a learner's performance was affected by a temporary illness, injury, or other unforeseen personal circumstance, and where an access arrangement could not reasonably have been put in place in advance.

Circumstance	Typical QH Response
Short-term illness or injury at the time of assessment	Up to 5% adjustment to the mark for the affected assessment component, applied post-assessment.
Bereavement or other acute personal circumstance	Up to 5% adjustment, or an agreed alternative assessment opportunity where the Centre and QH judge the evidence base to be otherwise insufficient.
Disruption to the assessment environment (e.g. power failure, external disturbance)	Centre-level report to QH; QH may authorise an alternative assessment date with no learner penalty.

Special consideration adjustments are capped so as not to compromise the validity of the qualification: they may not be used to award a pass to a learner whose unadjusted evidence does not otherwise meet the assessment criteria. Requests must be submitted to QH within 5 working days of the affected assessment, with supporting evidence (e.g. a medical certificate).

5. Monitoring and Record-Keeping

Centres must maintain a record of every access arrangement and special consideration request, its supporting evidence, and QH's decision, for the retention period set out in the QH Quality Assurance Handbook. QH monitors patterns of requests across Centres as part of the annual EV programme to safeguard consistency and fairness across the QQF.

6. Related Documents

- QH Centre Approval Guidelines
- QH Quality Assurance Handbook
- QH Malpractice and Maladministration Policy

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