Appendix 13 – BTEC and Vocational Equality and Diversity Policy

This policy is reviewed annually to ensure compliance with current regulations

Definition of Equal Opportunities

Equal opportunities are defined as: The granting of equal rights, privileges, & status regardless of gender, age, race, religion, sexuality, specific background, ability, disability, or social background.

Aims: To ensure that standards relating to equal opportunities are consistent, transparent and in line with the requirements of Pearson and the Academy.

To ensure there are no artificial barriers to any BTEC and Vocational programmes the academy offers and that BTEC qualifications are, at all stages within the planning, delivery and assessment of learner work:

- available to everyone who can achieve the required standard
- free from barriers which restrict access to progression
- free from overt or covert discriminatory practices with regard to age, colour, creed, religion, ethnic origin, race, gender, nationality, sexual orientation, specific background, social background, ability or disability
- observant of the particular requirements of individuals, including those who may require support to undertake learning and assessment
- free from any restrictions that are not legally required

Equal Opportunities in Terms of Learner Recruitment

a) BTEC Level 1 and 2 Courses Year 9 - 11

Access to the course will be allowed to any learner up to the maximum agreed number of learners per group (30 students). Student ability will be assessed using data from KS2/3 and appropriate school held data to ensure learners are accepted on to the course appropriate to their needs.

b) BTEC Level 3 Year 12 and above

Access to the course will be allowed to learners who have shown through their previous studies and/or experience that they are capable of sustaining study at this level, up to the agreed maximum number of learners per group (20) irrespective of gender, ethnicity or disability and that learners have fulfilled the minimum course access qualification requirement set by each BTEC / Vocational subject area as per the VI form prospectus.

Other related policies: Please refer to the whole school Equality and Diversity policy.

Responsibility

- Responsible for Policy: Quality Nominee
- Responsible for implementation: Quality Nominee and Programme Managers.

a) Responsibility of Quality Nominee

To ensure all Curriculum Leaders and Lead Internal Verifiers are conversant with the recruitment requirements of the respective courses and to ensure recruitment is carried out in line with the requirements of this policy

b) Responsibility of Curriculum Leader/Programme Manager

- Treat all learners with equal respect regardless of gender, age, race, religion, sexuality, specific background, ability, disability, or social background
- Enable all learners equal access to all areas of the BTEC / Vocational curriculum appropriate to the course undertaken
- Combat any form of prejudice and/or discrimination within The Academy

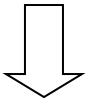
Quality Nominee – P Atkinson	atkinsonp@hattonacademy.org.uk	11/2026
LIV Business – M Tarlton	tarltonm@hattonacademy.org.uk	11/2026
LIV Health & Social Care – L Hughes	hughesl@hattonacademy.org.uk	11/2026
LIV Information Technology – T Abedin	abedint@hattoncademy.org.uk	11/2026
LIV Sport Level 2 – C Bevan	bevanc@hattonacademy.org.uk	11/2026
Lead IV Sport Level 3 – C Bevan	bevanc@hattonacademy.org.uk	11/2026
LIV Art and Design & Food – A Gray	graya@hattonacademy.org.uk	11/2026
LIV Textiles – L Cross	crossl@hattonacademy.org.uk	11/2026
LIV Applied Science	legassicks@hattonacademy.org.uk	11/2026

Internal Appeals Procedure Flowchart

Stage 1) Learner: Responsible for initiating the appeals procedure by formally writing a letter to the assessor, lead IV, quality nominee or programme leader.



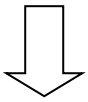
Stage 2) Assessor: Responsible for discussing learner's concerns and appeal. Feedback must be given, **and documented,** in order to resolve the issue where possible, and a new deadline date agreed for learner to complete work.



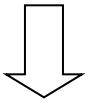
Stage 3) Lead IV / Programme Leader: Responsible for carrying out verification on assessed work in question, and to give feedback to assessor in order for an amicable solution to be made. All decisions and feedback must be documented on verification document



Stage 4) Quality Nominee / Quality Reviewer: Responsible for verifying any work that the learner feels has been assessed wrongly, and to give feedback to assessor/lead IV/learner in order for an amicable solution to be made. All decisions and feedback must be documented on verification document



Stage 5) Senior management: Responsible for scrutinising any questionable work that has been involved in any appeal, and to give feedback to assessor/lead IV/learner in order for an amicable solution to be made. All decisions and feedback must be documented on verification document



Stage 6) Head of Centre: Responsible for sending a written appeal to the awarding body if the learner is dissatisfied with centre outcomes.

Appealing against an exam board decision:

Please see details of the exam boards appeals processes here:

Pearson policy reference: https://www.jcq.org.uk/exams- office/appeals/

OCR Policy reference: https://ocr.org.uk/administration/cambridge-nationals/post-results/appeals/

WJEC Policy reference: https://www.wjec.co.uk/home/administration/results-grade-boundaries-and-prs/post-results-services-and-appeals/#tab_0

Please note, this does not apply until internal centre processes have been exhausted.