



# IAMI Equality and Diversity Policy

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| IAMI<br>Directors | Ver 5    | May 2025    | Jan 2028     | Secretary, IAMI |

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## **1. Introduction**

- 1.1 This policy applies to all candidate assessments carried out by the International Association of Maritime Institutions – henceforth known as IAMI.
- 1.2 The purpose of this policy is to give everyone who engages or operates with IAMI an equal opportunity to their assessment, free from any form of harassment or discrimination.

## **2. Scope of policy**

This policy applies to:

- a. All apprentices,
- b. the IAMI membership organisation (e.g., employer or training provider), or
- c. IAMI employees involved in the arrangement, assessment, and audit of any IAMI or EPA assessment.

## **3 Legislation**

This policy is based on the requirements of the Equality Act 2010 and our commitment to the duties and responsibilities that this Act places upon us, as both an employer and assessment organisation.

IAMI has a fundamental belief in the right of everyone to be treated with respect and regarded as equal status regardless of the following Protected Characteristics:

- Age
- Disability
- Economic Situation
- Gender re-assignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and Civil Partnerships

## **4 Compliance with duties**

Everyone employed or engaged by IAMI has a duty to ensure that IAMI complies with the requirements of the Equality Act 2010, including the general duty to have due regard to:

- 4.1 Eliminate unlawful discrimination, harassment and victimisation.
- 4.2 Advance equality of opportunity between people who share any of the above protected characteristics and those who do not
- 4.3 Promote good relations between people who share a protected characteristic and those who do not.

IAMI recognises that all contractors (such as assessors) and employees, as well as candidates have a duty to support and uphold the principles contained in this Equality and Diversity Policy. This includes creating a positive and mutually supportive environment for the actual assessment and all activities associated with this assessment process.

Everyone has a responsibility to report or challenge any bullying, harassment, or discrimination against any individual. All allegations will be investigated and dealt with fairly, through the relevant procedure.

## **5.1 Assessment design**

Each assessment is designed to enable the full range of applicants can access them. This design includes:

- a) Ensuring the terminology in questions used does not contain ambiguities or hidden expectations in the assessment
- b) Ensuring the assessment is free from gender, ethnic, political, cultural or other discrimination and stereotyping
- c) Design the question to focus only on the assessment of a learners' skills, knowledge and behaviour (K,S, and B) only
- d) Link EPA assessments directly to an identified K, S and B
- e) Design assessments that sample from the widest range of K, S and B, and avoid using only a narrow range of learning outcomes

## **5.2 Assessment delivery**

For EPA assessments, the EPA plan stipulates the method of assessment, which can be one or more of the following:

- a) Written examination, under controlled conditions
- b) Practical demonstration of skills
- c) Professional discussion, or viva examination
- d) Multi-choice assessment
- e) Project report and presentation

The EPA from each standard provides a balance of assessment methods to allow the apprentice can demonstrate their range of K, S and B. During the assessment process the assessor and EPA Officer will:

- f) Ensure that the assessment method/s are used as designed so they are consistently applied by assessors (ref IAMI EPA procedures, section 4.5 to 4.9)
- g) Ensure that the named Reasonable Adjustment/s that assessors are told to apply are used (ref IAMI EPA procedures, section 4.11)
- h) Report when the performance of the apprentice during their assessment could be influenced by mitigating circumstances (ref IAMI EPA procedures, section 5.9)
- i) Ensure that any appeal or complaint received ensures that any and all equality issues are considered, whether or not these have been raised by the apprentice or employer within their request (ref IAMI EPA procedures, section 5.5)

## **6     Application of reasonable adjustments to assessments**

6.1     Reasonable adjustments to planned EPA assessments should be made before the scheduled EPA assessment. These adjustments which will ensure that all candidates irrespective of their temporary or physical disability still retain the ability to demonstrate their knowledge, skills and behaviours as defined in each standard. This is to ensure compliance with the Equality Act 2010 which defines disability in terms of:

- identifying a physical or mental impairment.
- looking into adverse effects and assessing which are substantial.
- considering if substantial adverse effects are long term.
- judging the impact of long-term adverse effects on normal day to day activities.

6.2     Where the candidate declares a temporary or permanent disability that would influence their ability to undertake either the assessment or employment post assessment then this should be declared by completing IAMI form F1.

6.3     The employer, training provider or candidate can make a request for a reasonable adjustment by completing Form F1, ten (10) days before the EPA commences. Where IAMI receives form F1, they will review the request and liaise with the applicant to:

- a) Review the received request and confirm receipt
- b) Identify which reasonable adjustment/s can be made to ensure that the assessment remains a reliable indicator of the learner's ability against the standard under assessment.
- c) If the request is rejected, then IAMI will provide a clear reason to the applicant

- d) Inform the applicant of the review outcome in writing (by email) within five (5) working days
- e) Inform the employer (assessment centre) and assessor of the review outcome in writing (by email)
- f) Advise the employer and candidate on the reasonable adjustment process should they wish to challenge any of the review outcome.

#### 6.4 Examples of “reasonable adjustments” include:

For mobility issues: where a change of the location of the written examination assessment centre (from employer premises to local training provider or visa versa) would assist access to the assessment centre

For mobility issues: where the request for additional access arrangements is required at the proposed assessment location to ensure candidates can access all areas required to allow them to demonstrate their K, S, and B.

For mobility issues which prevents the candidate’s use of pilot ladders: Use of appropriate simulation facilities for the practical demonstration and assessment, following confirmation that the candidate/s are familiar and experienced with the simulation facilities, and that the proposed simulation exercise can measure the expected EPA outcomes for the practical demonstration of K, S and B (Knowledge, Skills and Behaviours) (Marine Pilot standard only)

For assessed dyslexia; with evidence from a practitioner with HCPC or ADDDA/APC accreditation, then each candidate will be allowed an extra 15 minutes per hour in any written examination or multi-choice assessment as they have a time limited duration. This guidance is aligned to the current guidance from the UK Maritime regulator, Maritime and Coastguard Agency under MIN 676 (M+F).

The candidate can also request an IAMI assessor or invigilator to read and record the candidate’s response to their multi-choice assessment. Each candidate undertaking an IAMI written examination must apply through their exam centre before any assessment is undertaken, so that any additional time is recorded within the IAMI YDES/EKES system.

For temporary sight loss or temporary physical disability that prevents writing: the use of a writer to record the candidate’s answer to their written examination and to request an additional 20% time for these fixed duration assessments

For temporary sight loss: the use of an IAMI assessor or invigilator to read and record the candidate’s response to their multi-choice assessment, and to request an additional 20% time for these fixed duration assessments

For temporary isolation due to personal illness or pandemic controls: Undertake the professional discussion on-line using MS Teams or Zoom, where the discussion is recorded, and visual ID check is completed.

## **7      Application of Special Consideration**

7.1 Assessments are normally carried out at an agreed time and date between employer and IAMI. Where a candidate or employer requests a re-scheduling of the assessment (due to sickness, injury, religious observances, pandemics, or restrictions to travel to the location of the assessment) then this can be accommodated with 48 hours' notice by making a request to IAMI.

7.2 Special consideration is a post-assessment adjustment to a candidate's assessment outcome to reflect temporary illness, temporary injury or other indisposition at the time of the assessment, which may have had an effect on a candidate's ability to display their full knowledge, skills or behaviour attributes at the time of their assessment. The candidate is required to complete IAMI form F2 and submit this to IAMI within two (2) days of their assessment.

7.3 Where IAMI receives form F2, they will review the request and liaise with the applicant to:

- a) Review the received request and confirm receipt
- b) Identify which special consideration/s can be made to ensure that the assessment remains a reliable indicator of the learner's ability against the standard under assessment.
- c) If the request is rejected, then IAMI will provide a clear reason to the applicant
- d) Inform the applicant of the review outcome in writing (by email) within five (5) working days
- e) Inform the employer (assessment centre) and assessor of the review outcome in writing (by email). There will be no additional assessment fee charged where the candidate was unable to complete their scheduled assessment where a special consideration is applied.
- f) Advise the employer and candidate on the appeal process should they wish to challenge the review outcome

7.4 Examples of "special consideration" include:

- i. Where an on-line assessment (of 45 timed questions) has been halted due to sudden illness, then the proportion of the mark received for completed work could be applied as if the full assessment (of 45 questions) had been completed.
- ii. Where assessment is by professional discussion, the IAMI assessor records the outcome of EACH question asked. Should the assessment be halted due to illness or injury, then where 50% or more of the scheduled questions are completed, then the final grade can be calculated from the questions answered. Where less than 50% of the scheduled questions are completed, then the assessment would be re-scheduled.
- iii. Where assessment is by written examination, the IAMI invigilator should record when any assessment is halted due to illness or injury. Where 50% or more of the scheduled questions

are completed, then the final grade can be calculated from the questions answered. Where less than 50% of the scheduled questions are completed, then the assessment would be re-scheduled.

- iv. Where assessment is by practical demonstration, the IAMI assessor will record their grade. Within form F2 the candidate is asked to identify where their illness or injury commenced. Should the assessment be halted due to illness or injury, then where 50% or more of the scheduled tasks are completed, then the final grade can be calculated from the tasks completed. Where less than 50% of the scheduled tasks are completed, then the assessment would be re-scheduled.
- v. Where assessment is by project presentation, the IAMI assessors should record when any assessment is halted due to illness or injury. Where 50% or more of the scheduled presentation and questions are completed, then the final grade can be calculated from the presentation and questions answered. Where less than 50% of the scheduled questions are completed, then the assessment would be re-scheduled.

In all cases, where supported by medical or employer non-medical evidence on form F2, then the whole or part of the candidate assessment can be repeated at a later date.

## **8 Reporting of requests for reasonable adjustments and special considerations**

All requests for reasonable adjustment and special consideration from candidates or employers are recorded on forms F1 and F2, and externally reported within the EPA annual report.

The assessor, employer and candidate would be informed where a reasonable adjustment is agreed before the EPA so that any adjustment can be consistently applied.

## **9 Monitoring and Evaluation**

An EPA Annual Report will be submitted each year to the IAMI Board of Directors. The report will include:

- 9.1 Statistics about candidate assessment, identification of all issues arising and making proposals for specific actions to address any inequalities.
- 9.2 Identifying qualifications and assessment design changes to take account of equality issues
- 9.3 Report on any equality and diversity issues raised or considered during the year.



- 9.4 Report on the number of requests for reasonable adjustments and special considerations received and undertaken and recorded within the EPA portal
- 9.5 Keeping assessors and employees regularly updated in respect of equal opportunities issues

## **10 Responsibility**

The ultimate responsibility for the monitoring of this policy rests with the IAMI Board of Directors.

Within this responsibility the Board will:

- 10.1 Take positive action to implement the duties of the Equality Act 2010
- 10.2 Nominate the IAMI Secretary for the effective implementation, co-ordination and monitoring of the policy

## **11 Policy Review**

The effectiveness of this policy will be reviewed every three years considering experience and best practice. This mechanism recognises that changes as a result of experience may prompt a review of the policy before the end of this three-year period.

## Form F1 – Request for reasonable adjustments and/or modification to assessment access arrangements

Tailored arrangements for the EPA may be made for apprentices with temporary or permanent disabilities or additional needs by means of requested access arrangements or reasonable adjustments using the form below.

|                                |                           |
|--------------------------------|---------------------------|
| Date:                          | Click here to enter text. |
| Apprentice name:               | Click here to enter text. |
| Apprentice email address:      | Click here to enter text. |
| Apprenticeship programme:      | Click here to enter text. |
| Scheduled EPA assessment date: | Click here to enter text. |
| Employer name:                 | Click here to enter text. |
| Employer email address:        | Click here to enter text. |
| Workplace address:             | Click here to enter text. |

Evidence of any disability or additional need that may affect the apprentice's performance in, or access to, their EPA:

For practical assessment

For professional discussion

For written or multiple-choice assessment

*(Copy of evidence/s requested to be attached to this form, which must include evidence from both a) employer, and b) any medical assessor)*

The apprentice should identify what modification to the EPA access arrangements they consider to be relevant to meet their specific needs.

IAMI will consider the apprentice's evidence and request for access arrangements and notify the apprentice which of their requests can be accommodated, and for any reason, those that cannot.

Request for reasonable adjustment to be made to the scheduled EPA:

For practical assessment

For professional discussion

For written or multiple-choice assessment

#### Examples of reasonable adjustments

- For mobility issues: where a change of the location of the written examination assessment centre (from employer premises to local training provider or visa versa) would assist access to the assessment centre
- For mobility issues: where the request for additional access arrangements is required at the proposed assessment location to ensure candidates can access all areas required to allow them to demonstrate their K,S, and B.
- For mobility issues which prevents the candidate's use of pilot ladders: Use of appropriate simulation facilities for the practical demonstration and assessment, following confirmation that the candidate/s are familiar and experienced with the facilities, and that the proposed simulation exercise can measure the expected EPA outcomes for the practical demonstration of K, S and B (Knowledge, Skills and Behaviours) (Marine Pilot standard only)
- For assessed dyslexia; with evidence from a practitioner with HCPC or ADDDA/APC accreditation, then each candidate will be allowed an extra 15 minutes per hour in any assessment with a time limited duration, or to request an IAMI assessor or invigilator to read and record the candidate's response to their multi-choice assessment. Reference will be made to the latest MCA guidance on dyslexia.
- For temporary sight loss or physical disability: the use of a writer to record the candidate's answer to their written examination and to request an additional 20% time for these fixed duration assessments

- For temporary sight loss: the use of an IAMI assessor or invigilator to read and record the candidate's response to their multi-choice assessment, and to request an additional 20% time for these fixed duration assessments
- For temporary isolation due to personal illness or pandemic controls: Undertake the professional discussion on-line using MS Teams or Zoom, where the discussion is recorded, and visual ID check is completed.

IAMI will consider the apprentice's request for reasonable adjustments to their EPA and notify the apprentice and/or employer which of their requests can be accommodated and any reasons that they cannot.

## Form F2 – Request for special consideration or mitigating circumstances

This form records the information that will be considered by the EPA assessor concerning any mitigating circumstances that the apprentice believes may have affected their performance in the EPA. The completed form should be submitted, together with the supporting evidence, to IAMI as soon as possible or within 2 working days of the end of the EPA.

**APPRENTICE NAME :** [Click here to enter text.](#)

**CONTACT (phone / email):** [Click here to enter text.](#)

**SECTION OF EPA COMPONENT TO WHICH ANY MITIGATING CIRCUMSTANCES**

**APPLY:** [Click here to enter text.](#)

**DATE:** [Click here to enter text.](#)

Please complete either a) medical circumstances or b) non-medical circumstances section below:

### **F2 a) MEDICAL CIRCUMSTANCES**

(To be completed by a medical practitioner or accompanied by medical certifications. Continue on blank sheet as necessary).

**Please state the nature and severity of the apprentice's medical condition and describe any consequences of the illness, injury, and/or treatment that may be relevant. Please provide the dates when the illness started and when the apprentice was/will be fit to work.**

[Click here to enter text.](#)

**Signature of Medical Practitioner** \_\_\_\_\_ **Date:** \_\_\_\_\_

(if appropriate)

Medical Practitioner's official Stamp:

**F2 b) NON-MEDICAL CIRCUMSTANCES**

(To be completed by the apprentice. Continue on blank sheet if necessary)

**Please give a brief description of the circumstances that you believe affected your EPA performance, accompanied by supporting evidence.**

**Please identify which element/s of the EPA were affected, and provide your explanation of how the illness or injury affected your performance.**

[Click here to enter text.](#)

**Signature of Apprentice** \_\_\_\_\_ **Date** \_\_\_\_\_