



Equality and Diversity Policy

Reference	
Status:	Final
Document Title:	Equality and Diversity Policy
Version:	6.1
Date:	July 2022
Previous Version/Date:	6.0 / July 2021
Next Review:	July 2023
Classification:	Internal and External
Approve By:	Academic Board
Prepared By:	Quality Assurance / Principal's Executive Group
Received By:	BoD/COB
Circulation:	Public
External Referents:	<i>The Equality Act 2010</i>

Contents

1. Aim	2
2. Policy	2
3. Reasonable Adjustments	2
4. Equality Impact Assessment	2
4.2. Equality 'Neutral'	2
4.3. Equitable Procedure	3
4.4. Protected Characteristics	3
4.5. Students with Disability	3
4.6. Monitoring	3



1. Aim

- 1.1. In delivering and administering its programmes, the College strives to create an educational environment in which all students and staff are treated equally by one another and can work free of any form of discrimination;
- 1.2. Students are protected in all aspects of education including recruitment and selection, teaching and assessment procedures.

2. Policy

- 2.1. The College seeks to take every step to ensure that no prospective student, applicant, student or member of staff is treated unfavourably on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation, social class or being an ex-offender.
- 2.2. The College strongly believes in equal opportunities for everyone involved with the institution in order for students to gain the best from their education.
- 2.3. The College actively seeks to tackle any form of harassment, bullying or intimidation through promoting an environment that champions the values of dignity for all;
- 2.4. The College is committed to abiding by current legislation in discharging its duties in a fair and transparent manner.

3. Reasonable Adjustments

- 3.1. All students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary. Students with declared disabilities are contacted and invited to meet and discuss the additional support that the College can provide them;
- 3.2. Further information on this can be read in Student Support and Reasonable Adjustments Policy.

1. Equality Impact Assessment

- 1.1. Name of policy/procedure/decision: Equality and Diversity Policy



1.2. This section sets out the requirements in relation to diversity procedures impact from an equality perspective and protected characteristics by posing the following questions and issues:

1.2. Equality ‘Neutral’

1.2.1. Who will benefit from this (students/staff/stakeholders)? Is there likely to be a positive impact on people who share protected characteristics, and if so, how? Or is it clear at this stage that it will be equality “neutral”? I.e. will not have a differential impact on any equality group/s?

1.3. Equitable Procedure

1.3.1. Equitable procedure is a relevant factor in student attainment. The College recognises that at all times the process and procedures for equality and diversity will be comprehensive, easy to access and use and available to all without discrimination.

1.4. Protected Characteristics

1.4.1. Is there likely to be an adverse impact on people who share protected characteristics? If so, who may be affected and why? Or is it clear at this stage that it will be equality “neutral”?

1.4.2. It is not likely that this EIA will have a negative impact on people who share protected characteristics. The reason for this is that the EIA anticipates that personal circumstances may affect ability to appeal and makes reasonable allowances for this. For example, students may self-certify for religious holidays, medical appointments, antenatal appointments and caring responsibilities. This should reduce the potential for negative impact on people as a result of their religion or belief, disability, and/or pregnancy and maternity;

1.4.3. Gender is also relevant in terms of self-certification, as it is known that more female students than male students are primarily responsible for childcare.

1.5. Students with Disability

1.5.1. References are made throughout the EIA to ensure that accommodation is made for students with disability. For example, lateness may be approved as a reasonable adjustment on a case-by-case basis. Similarly, the Academic Department should make reasonable adjustments for students whose attendance at panel hearings or other, has been affected by his or her disability to accommodate attendance at review meetings.

1.6. Monitoring

1.6.1. What action will you take to ensure that you are monitoring the impact of this Procedure?

1.6.2. Any complaints about the implementation of this process will be monitored. We also monitor student retention and achievement rates with reference to protected characteristics and take action to address potential diversity and equality issues.

